

Wrington Church of England Primary School

Equality information and objectives (public sector equality duty) statement and School Equality and Diversity Policy May 2017

Equality Objectives :

1. To provide a secure and inspiring environment in which all our children can flourish and achieve, feeling valued and a sense of belonging;
2. to provide equality of opportunity and to foster good relationships with parents and carers, especially with 'hard to reach' families;
3. to seek to understand and address the barriers to excellent attendance and progress;
4. to prepare children for life in a diverse society which they are able to see their place in the local, regional, national and international community;
5. to encourage community cohesion through a growing understanding of differences and similarities in a climate where respect is promoted and discrimination is not tolerated.

This policy should be taken as part of the overall strategy of the school and operated within the context of our vision, aims and values as a Church of England School

1. Wrington school context

Wrington Church of England Primary is a village school serving the whole community of Wrington and some nearby villages, Langford and Redhill. Most houses are privately owned but there is some local authority rented housing. It is an established village community consisting of families who have lived in the area for a long time and families moving into the area because of good schools, a village environment and proximity to Bristol.

The school has a strong Christian ethos that is welcoming of children of all faiths and none. There are close links with the local Anglican parish church and United Reform Chapel clergy.

Children come from a range of backgrounds but the majority of the parents are in work and the take up of free meals is relatively low. There has been a gradual rise over the last 5 years in FSM to 8% due to lower income families moving to the area or existing families becoming eligible.

The current Headteacher joined the school in January 2010. The staff team has had a few changes since the last inspection.

The school was on a priority list for a new building but this is now unlikely to happen. Capital funding was released to refurbish existing buildings in 2011-13 and further funding resulted in the replacement of some temporary classroom accommodation in 2016 including two classrooms which have been adapted acoustically.

The average attainment of pupils on entry in each main area of FSP is broadly average. There are currently two pupils whose first language is not English and a small number of children who have additional languages. The percentage of pupils identified as having special educational needs, including statements, (12 per cent) is also below the national average as is the percentage of pupils with statements of special educational needs or Education Health Care Plan (currently 0%).

The legal and local framework for this policy is:

- Race Relations Act 1976 (as amended in 2000)
- Disability Discrimination Act 1995 (as amended in 2005)
- Children Act 2004
- Equality Act 2010
- Equality Act 2006
- Education and Inspections Act 2006
- Duty to Promote Community Cohesion, Education and Inspections 2006
- Sex Discrimination (Gender Reassignment) Regulations 1999
- Employment Equality (Age) Regulations 2006

Applicable legislation requirements will be updated at each review.

2. Aims, Values and Objectives

Wrighton Church of England Primary School is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of religion, belief, age, sexual orientation, gender, race, colour, gender reassignment or disability. We endeavour to promote positive relationships with parents, governors and members of the wider community.

At Wrighton Church of England Primary School we promote equality and tackle any form of discrimination (including discrimination by association with a pupil). We actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

Our **objectives** are to:

1. provide a secure and inspiring environment in which all our children can flourish and achieve, feeling valued and a sense of belonging;
2. provide equality of opportunity and to foster good relationships with parents and carers, especially with 'hard to reach' families;
3. seek to understand and address the barriers to excellent attendance and progress;
4. prepare children for life in a diverse society which they are able to see their place in the local, regional, national and international community;
5. encourage community cohesion through a growing understanding of differences and similarities in a climate where respect is promoted and discrimination is not tolerated.

To achieve these objectives we will:

- involve stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures;
- provide varied opportunities for parents and carers to engage positively with school;
- closely monitor attendance and take early intervention to support families;
- collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage; use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and, working closely with parents and carers, overcome any potential barriers to learning;
- ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity within local, national and international contexts;
- have high expectations of behaviour which demonstrate respect for others.

3. Leadership, Management and Governance

Wrighton Church of England Primary School is committed to:

- Being pro-active in promoting good relationships and equality of opportunity across all aspects of school life and the wider community;
- Encouraging, supporting and enabling all pupils and staff to reach their potential and make a positive contribution;
- Working in partnership with families, the local authority (LA) and the wider community to establish, promote and disseminate inclusive practice and tackle discrimination ensuring that our Equality and Diversity Policy is followed.

Responsibilities

The Governing Body

It is the Governing Body's responsibility to:

- Ensure that the school complies with equality legislation;
- Meet requirements to publish equality schemes;

- Ensure that the Equality and Diversity Policy (this document), procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans;
- Scrutinize the recording and reporting procedures at least annually;
- Follow the LA's admissions policy, which is fair and equitable in its treatment of all groups;
- Monitor attendance and take appropriate action where necessary;
- Have equal opportunities in staff recruitment and professional development and membership of the Governing Body;
- Provide information in appropriate, accessible formats;
- Be involved in dealing with serious breaches of the policy;

The Headteacher

It is the Headteacher's responsibility to:

- Implement the policy and its procedures and strategies;
- Ensure that all staff receive appropriate and relevant continuous professional development;
- Actively challenge and take appropriate action in any cases of discriminatory practice;
- Deal with any reported incidents of harassment or bullying in line with LA guidance;
- Ensure that all visitors and contractors are aware of, and comply with, the school's equality and diversity policy;
- Produce a report on progress for governors annually.

All Staff

It is the responsibility of all staff to:

- Be vigilant in all areas of the school for any type of harassment and bullying;
- Deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences;
- Identify and challenge bias and stereotyping within the curriculum and in the school's culture;
- Promote equality and good relations and not discriminate on grounds of race, gender, religion, age and sexual orientation;
- Promote an inclusive curriculum and whole school ethos which reflects our diverse society;
- Keep up to date with equality legislation, development and issues by accessing information from appropriate sources.

Breaches of the Policy

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Governing Body and LA as required.

4. Policy Planning and Review

This policy should be read in conjunction with the Equality and Inclusion Scheme.

This policy will be reviewed in light of the annual impact assessments which form part of the Equality and Inclusion Scheme

- In the planning and development stage of the Equality and Inclusion Scheme, we will ensure we have consulted and taken into account stakeholder views.
- All improvement plans will be designed with an element of impact assessment built in to monitor the success of each activity.
- There will be a systematic review of the impact of all policies and procedures on equality and diversity to address any areas of inequality.

Monitoring and Quality Assurance

- Each pupil's progress is monitored and tracked. The resulting data is analysed in respect of gender, race, ability or additional needs, looked-after status.
- In addition to monitoring to rule out any potential disadvantage, quality assurance procedures ensure the school meets its duty to positively promote diversity.
- The data collected is used to inform further school planning, target-setting and decision making.

Curriculum

- The content of the curriculum is explicitly excluded from the Equalities Act 2010 and the school will include a full range of issues, age-appropriately exposing children to a wide variety of thoughts and ideas which may be challenging or controversial.
- The curriculum will not be delivered in a discriminatory way.

For further guidance see DFE publication: *The Equality Act 2010 and Schools*.

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