



## **Werrington Primary School Equality Objectives**

This policy should be read in conjunction with: SEND Information Report and Policy, Safeguarding Policy, Anti-Bullying Policy, Admissions Policy, Relationships and Behaviour Policy, Supporting Pupils with Medical Conditions Policy, Intimate Care Policy and the Relationships and Sex Education Policy

### **Introduction**

At Werrington Primary School, we pride ourselves on providing a centre of learning excellence that is based on positive relationships. Through these, children's curiosity about the world is ignited and a passion to pursue opportunities is unleashed.

**Under the Equality Act 2010 (Section 149), schools are required to have regard to:**

1. Eliminating unlawful discrimination, harassment and victimisation
2. Advancing equality of opportunity between those who share a protected characteristic and those who do not
3. Fostering good relations between those who share a protected characteristic e.g. disability, race, religion, belief, gender assignment, sexual orientation, pregnancy or maternity, and those who do not.

### **For us this means:**

- Decision makers must be aware of the duty to have due regard when making a decision or taking an action, and must assess whether it may have implications for people with particular protected characteristics
- Schools should consider equality implications before and at the time that they develop policy and take decisions, not as an afterthought, and they need to keep them under review on a continuing basis
- The Public Service Equality Duty (PSED) has to be integrated into the carrying out of the school's functions, and the analysis necessary to comply with the duty has to be carried out seriously, rigorously and with an open mind

### **Guiding Principles**

#### **1. Ensuring equality of opportunity and participation**

- All staff are aware of the school's Equalities Objectives
- The abilities of all children regardless of race, gender or disability are recognised and encouraged. Children's curiosity, talents and abilities are encouraged and nurtured through a broad, balanced and engaging curriculum, that includes structured activities and events
- We have an inclusive approach to ensuring all children are given the opportunity to make a positive contribution to the life of the school, e.g. through involvement in one of the school's elected councils, participating in fundraising events, school productions etc.
- All children, regardless of need, take part in all aspects of the curriculum. These include educational visits and journeys, lunchtime activities, PE and dance and assemblies
- Our extended school activities take account of children's needs and are accessible to all and reflect the diversity of the school population in terms of race, gender, disability and socio-economic status
- Staff, children, parents and carers will continue to be involved in the future development of the Equalities Objectives through input and feedback from surveys, staff meetings, school council meetings etc.



**The school will provide:**

- Additional support for children who require it, in order to make progress in their learning and/ or their personal well-being
- Additional support for parents/ carers will be provided when and where appropriate
- Additional support for disabled parents/carers and staff will be given to help them play a full part in the life of the school.

**2. Promoting positive attitudes and meeting needs**

**The school will:**

- Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor displays
- Provide reasonable means for children, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities
- Provide extended services, with opportunities for children, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups
- Support disabled children in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings
- Help children to understand others and value diversity
- Promote shared values and an awareness of human rights
- Develop skills of participation and responsible action.

**3. Eliminating discrimination and harassment**

**The school will:**

- Adhere to clear procedures on anti-bullying which include equality perspectives
- Support staff to challenge and address any bullying and harassment that is based on a person's race, gender, sexuality, disability or ethnicity
- Keep a record and report how these incidents are dealt with to the governing body on a termly basis
- Review its approach to race, gender, sexuality, disability or ethnicity bullying and harassment whenever it reviews its policy on behaviour.

**Intent – What we want to achieve**

To avoid potential prejudice and increase understanding and practice of equality through direct teaching in all areas of the curriculum and behaviour modelling.

To increase spiritual, moral, social and cultural development through all aspects of life at our school.

To provide an environment that celebrates and respects diversity.

To develop a culture of growth mindsets, avoiding labelling of learners based purely on a notion of fixed levels of ability.

To narrow the gap between disadvantaged pupils and other pupils.



### **Implementation – How we are going to do this**

Our curriculum provides pupils with experience of different cultures, people and beliefs. We welcome discussion of pupils' questions in contexts that allow growth and understanding for all. Our PSHE curriculum and collaborative learning approach supports children to look more holistically at their place in society. Our work will focus on how children can have an impact on society as well as how to be good citizens. Pupils are taught about healthy friendships and about different families as part of our RSHE curriculum. If incidents of discrimination are seen, we will follow our policies that challenge this and reflect upon where more training is required. In assemblies and whole class sessions we will be clear about how our words and actions have a lasting impact if not used respectfully. Children will have opportunities to explore their emotions through wellbeing support and more intensive work with our trained ELSA if needed.

### **Impact – How we will measure this**

Measure any incidents of discrimination and lack of equality. Reflect upon these and consider what things need to change and how to implement this. Pupil confidence to challenge, ask questions and suggest potential changes will be measured with surveys annually. Speak to staff about how they feel the curriculum allows them to teach across diverse issues and make alterations to reflect the views of everyone.

### **Monitoring and review**

This policy is monitored on a day-to-day basis by the headteacher, who reports to governors on request about the effectiveness of the policy.

The objectives are reviewed annually by leaders and governors.

**Signed: Anne Hunt**

**Chair of Governors**

**Signed: Caroline Prince**

**Headteacher**

**Date: February 2024**