

# Wickhambrook Primary Academy



*'Striving for excellence, creating a limitless future'*

## **Equality Policy**

**Last reviewed: Summer 2017**

**To be reviewed by: Summer 2019**

# Wickhambrook Primary Academy

## Equality Policy

This policy is to read alongside the following section of the Equality Act 2010:  
<http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>

### **1. Rationale**

Whilst we have a duty to develop and publish equality schemes in relation to race, gender and disability, we at Wickhambrook Primary Academy are considering all aspects of diversity and equality in this comprehensive policy to be followed by a specific equality and diversity action plan covering a three-year period. This policy also indirectly reflects many of the school's approaches to the promotion of community cohesion.

At Wickhambrook we are committed to ensuring that we do not discriminate against anyone, be they adult or child, on the grounds of their race, nationality, disability or special educational need, gender, age, sexual orientation and religion/belief.

### **2. School Context**

Wickhambrook Primary Academy is a small rural school which serves seven villages covering a wide area. Generally the following statements are true in an average year:

- 65% of children are eligible for transport to school.
- Approximately 11% come from villages which are not part of the school catchment area.
- There are over 167 children on roll between the ages of 4 and 11.
- There are more boys than girls in the school.
- Numbers in each cohort are between 22-29
- Children come from a range of differing social and economic backgrounds. Most are from families with mortgages, although some are in rented accommodation.
- The percentage of children entitled to free school meals is less than the national average.
- The % of Special Needs is slightly below the National average.
- Wickhambrook School has a much smaller % than the national average of pupils from ethnic minority groups. 5.2% as opposed to 24.5%.
- The percentage of pupils for whom English is an additional language is much smaller than that nationally.
- Pupil mobility generally is higher than expected.

### **3. Ethos and Values**

We believe that equality should permeate all aspects of academy life and it is the responsibility of every member of the academy and wider community. Every member of the academy community should feel safe, secure, valued and of equal worth. At Wickhambrook academy, equality is a key principle for treating all people the same.

### **4. Responsibility of the Co-ordinator**

The person on the staff responsible for co-ordinating the monitoring and evaluation is Miss R Towns.

The Co-ordinator will be responsible for:

- Providing updates on equalities legislation and the school's responsibilities in this regard.
- Working closely with the Governor responsible for this area.
- Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups. These groups could include:
  - All minority ethnic groups including Gypsy Roma Travellers, refugees and asylum seekers
  - Pupils and others with special educational needs
  - Pupils and others with a range of disabilities
  - Looked after children
  - Children with poor records of attendance at school
  - Young offenders
  - Young carers
  - Children at risk of significant harm
  - Children living with "vulnerable" adults.

Evaluations will focus on the following areas.

- Pupils' progress and attainment
- Learning and teaching
- Behaviour, discipline and exclusions
- Attendance
- Admissions
- Incidents of prejudice related bullying and all forms of bullying
- Parental involvement
- Participation in extra curricular activities and extended academy activities
- Staff recruitment and retention
- Visits and visitors

## **Promoting Equality**

### **Curriculum**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality.
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the academy.
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality.
- The promotion of attitudes and values that challenge discriminatory behaviour and languages.
- The use of non-stereotyped materials which reflect accurately a range of cultures, identities and lifestyles.

### **Achievement**

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the academy will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity.
- It is important to identify the particular needs of individuals and groups within the academy and to use targeted interventions to narrow gaps in achievement.
- It is important to place a high priority on the provision for special educational needs and disability.
- A range of teaching methods need to be used throughout the academy to ensure that effective learning takes place at all stages for all pupils and that to promote pupil engagement pupils are encouraged to be actively involved in their own.

### **Ethos and Atmosphere**

- At Wickhambrook Academy we are aware that those involved in the leadership of the academy community are instrumental in demonstrating mutual respect between all members of the academy community.

- There should be a feeling of openness and tolerance which welcomes everyone to the academy.
- Children are encouraged to greet visitors to the academy with friendliness and respect.
- The displays around academy are of a high quality and reflect diversity across all aspects of equality and are frequently monitored.
- Reasonable adjustments will be made to ensure access for pupils and visitors (including parents) with disabilities.
- Provision is made to cater for cultural, moral and spiritual needs of all children through planning of both assemblies, classroom based and off site activities.
- Pupils are given an effective voice, for example through the school council and through pupil perception surveys which regularly seek their views.
- Positive role models are used throughout the academy to ensure that different groups of pupils can see themselves reflected in the academy community.

### **Staff Recruitment and Professional Development**

- All posts are advertised appropriately and open to the widest pool of applicants.
- All those involved in recruitment and selection are aware of what they should do to avoid discrimination and ensure good equality practice through the recruitment and selection process.
- Steps are taken to encourage people from under represented groups to apply for positions at all levels of the academy.
- Access to opportunities for professional Development is monitored on equality grounds.
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

### **Countering and Challenging Harassment and Bullying**

- The academy counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors.
- The academy has a clear, agreed procedure for dealing with prejudice related bullying incidents and the Headteacher is responsible for recording and monitoring incidents.
- The academy reports to Governors, parents and the Local Authority on an annual basis the number of prejudice related incidents recorded in the academy.

## **Partnerships with Parents/Carers and the wider community**

Our academy aims to work in partnership with parents and carers. We:

- Take action to ensure parents and carers from all backgrounds are encouraged to participate in the full life of the academy.
- Ensure that there are good channels of communication e.g. parent forums, to ensure parents views are captured and acted upon.
- Encourage members of the local community to join in academy activities and celebrations.
- Ensure that the parent and carers of newly arrived pupils e.g. EAL, Travellers or pupils with disabilities are made to feel very welcome.

## **Responsibility for the Policy**

**The Governing Body** has responsibility for ensuring that:

- The academy complies with all equalities legislation relevant to the academy community;
- The academy's equality policy is maintained and updated regularly; and that equality schemes are easily identifiable (these may be included within the Academy Improvement Plan, the academy's access plan or may be stand-alone documents);
- The actions, procedures and strategies related to the policy are implemented;
- The named Equalities Governor will have an overview, on behalf of the governing body, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

**The Headteacher and Senior Leadership** has responsibility for:

- In partnership with the Governing body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the equality policy and schemes;
- Co-coordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the academy are aware of, and comply with, the equalities policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment and discrimination.

**All academy staff** have responsibility for:

- The implementation of the academy equalities policy and schemes;
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other equality issues;
- Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority or recognised training provider.

### **Measuring the Impact of the Policy**

The equalities policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from the different groups that make up our school. As part of the action plan a timeline will be published to enable impact assessment to be undertaken at the appropriate time. The main findings from equality impact assessments will be published for the school community.

This policy has been drawn up as a result of consultation with pupils, parents, staff and Governors.

Date of Policy Summer Term 2017

Date of review Summer 2019