

EQUALITY POLICY WESTERN ROAD COMMUNITY PRIMARY SCHOOL SEPTEMBER 2021

This working document will continue to be monitored and reviewed after publication. It will be updated annually, as necessary. Any comments on this document will be welcomed by Headteacher Irèna Wooler.

Why we have developed this Equality policy

This Equality policy for Western Road Community Primary School brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are committed to the development of cohesive communities both within our school and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and fully respects and seeks to promote the rights set out in the UN Convention on the Rights of the Child.

In March 2021 we established an Equality, Diversity and Inclusion working party made up of two E,D & I governors, two members of school staff plus a member of the SLT and two parents of pupils at the school. The working party continues to work together on the development and implementation of this policy.

Our Equality policy is inclusive of our whole school community – pupils, staff, parents/carers, visitors and partner agencies - with whom we have engaged and who will continue to be actively involved in its development.

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- advance equality of opportunity, and foster good relations between groups.
- eliminate discrimination, harassment and victimisation

It explains how we aim to listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children and young people.

Our school within the wider context

The national demographic presents an ever-changing picture in terms of age, ethnicity, disability and social deprivation. We recognise that the demographics in our school's population are likely, in some respects, to be out of line with national figures. In terms of protected characteristics there is less representation than is the national average. This prompts us to recognise that we need to support, protect and include the children in our community who do have protected characteristics and how important it is that we support

all of our children to understand and appreciate the diversity within the school and the world beyond Lewes.

We will set out the basics of our data here, by 31.01.2022, including the school's demographics, comparisons with East Sussex and nationally and what we currently know about outcomes for and the inclusion of particular groups at Western Road Community Primary School. In publishing data, we shall always be mindful of the need to protect the identities of individual children.

Overall aims of our Equality policy

- To promote equality of access and opportunity within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, sexual orientation, cultures, faiths, abilities and ethnic origins.
- To eliminate discrimination, harassment and victimisation.

To ensure that equality and inclusive practice are embedded across all aspects of school life the Equality Policy reflects the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes.

Issues relating to adults within the school community can be embraced under these themes and reflected in the action plan.

Our approach

We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life.

We actively seek out opportunities to embrace the following key concepts:

- Shared Humanity: Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality
- Valuing difference and diversity: We appreciate the richness within our differences and look for ways of celebrating and understanding them better.
- Interdependence, interaction and influence: We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other
- Social cohesion within our school and within our local community

- Excellence: We aim to recognise high personal and collective achievement throughout our community, the UK and the wider world.
- Personal and cultural identity: We will provide opportunities to explore and value the complexity of our personal and cultural identities
- Fairness and social justice: We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society

These concepts are linked to and evidenced by WRCPS' vision and values:

Our Vision: Western Road Community Primary School is a nurturing, creative community where everyone can flourish.

Our Values:

Well-rounded

Resilient

Courageous

Pupil voice

Skilled

Lewes and beyond

By the end of their journey at Western Road Community Primary School, children will:

- Have a deep understanding of the world around them on both a local and a global scale;
 - Be able to apply skills to familiar and unfamiliar situations;
 - Be optimistic and resilient to challenges and change;
 - Be confident in reading, writing and the use of mathematics;
 - Have social and emotional intelligence for themselves and the needs of others;
 - Be confident and have high self-esteem;
 - Be kind and praise others;
 - Have respect for each other and themselves;
 - Have a love of life-long learning;
 - Be ready for their next challenge;
- To see themselves as valued citizens of their local community and of the world, who can use their voice to express their values and affect change.

Our vision statement about Equality

Western Road Community Primary School seeks to foster warm, welcoming and respectful environment, which encourages all children to flourish and allows us to question and challenge discrimination and inequality, to resolve conflicts peacefully and to work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups, but we will strive to ensure that our differences do not become barriers to participation, access and learning. We seek to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same: inclusivity by its very nature must involve making reasonable adjustments to the divergent needs of individuals, in order to maximise the inclusion of all.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

Our duties

We welcome our equality duties as set out in the Equality Act 2010 and, as we have done in developing this policy, will involve the whole school community in addressing those duties in order to ensure better outcomes for all. We have due regard to the need to ensure that persons with a protected characteristic are not negatively impacted as a result of our decision or policy making. We positively foster good relations between different groups of pupils and the wider school community.

We will consider whether to provide auxiliary aids that are directly related to disabled children's educational needs as a reasonable adjustment, particularly where the child is not provided for under an Education, Health and Care Plan or SEND (Special Educational Needs and Disabilities) statement, or where the Plan does not provide the auxiliary aid or service.

We will ensure we identify opportunities for promoting our vision, the key concepts and our duties under equality legislation across all aspects of school life, including the provision of extended services.

These opportunities are likely to include the following:

- the engagement, participation and involvement of a broad and diverse range of children, young people, their parents and partner agencies
- preparation for entry to the school
- school policies
- breaks and lunchtimes

- the provision of school meals
- interaction with peers
- assessment and accreditation
- behaviour management approach and sanctions
- restorative justice and support, whilst reserving the right, in extremis, to exclusion procedures (it is noted that there have been no exclusions, fixed term or permanent, in the last few years.)
- school clubs, activities and school trips
- employees' and staff welfare
- the school's arrangements for working with other agencies
- preparation of pupils for the next phase of education
- learning and teaching and the planned curriculum
- classroom organisation
- timetabling
- grouping of pupils
- homework
- access to school facilities
- activities to enrich the curriculum
- school sports

Each year, advised by the Senior Leadership Team and those Governors who lead on equality, diversity and inclusion, the Full Governing Body (FGB) will adopt a set of specific equality objectives. Those objectives will be built into the School Improvement Plan. The FGB will monitor the fulfilment of the objectives and publish a report on what has been achieved, at the same time setting new objectives for the coming year

The roles and responsibilities within our school community

Our Headteacher will:

- ensure that staff, parents/carers and pupils are engaged in the development of the Equality policy and that by publishing it, it is easily accessible to visitors and contractors.
- oversee and report to the Governing Body at least annually on the effective implementation of the policy, publishing this information.
- ensure staff have access to training which helps to implement the policy
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- ensure that the Senior Leadership Team is kept up to date with any development affecting the policy or actions arising from it

Our Governing Body will:

- designate governor/s with specific responsibility for the Equality Policy
- ensure that the objectives arising from the policy are part of the School Improvement Plan (SIP)
- support the headteacher in implementing any actions necessary
- engage with parents and partner agencies about the policy
- always seek to ensure the implications for equality, diversity and inclusion in all new policies, projects and plans have been fully considered by the SLT - as evidenced by the minutes of FGB meetings.
- evaluate and review the policy and the objectives annually, ensuring that the results are published.

Our Senior Leadership Team will:

- have responsibility for supporting all staff in implementing this Policy
- provide a lead in the dissemination of information relating to the Policy
- with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this policy as detailed in the SIP.
- consider the implications for equality, diversity and inclusion in all new school policies, projects and plans.

Our pupils will:

- be expected to act in accordance with and to actively support the policy
- appropriate to age and ability, participate in the development, implementation and monitoring of the policy.

Our parents/carers will:

- be given accessible opportunities to become involved in the continued development of the Policy
- have access to the Policy through a range of different media appropriate to their requirements
- be encouraged to actively support the Policy
- be encouraged to attend any relevant meetings and activities related to the Policy
- be informed of any incident related to this Policy which could directly affect their child.

Our school staff will:

- be involved in the continued development of the policy
- be fully aware of the Equality Policy and how it relates to them
- understand that this is a whole school issue and support the Equality Policy
- make known any queries or training requirements.

We will share our Policy with our partners, for example, the LCLP, the Lewes partnership within the EIP and Diversity Lewes and will learn from their views and practice, revising the Policy as appropriate.

How we will continue to develop our Policy - Participation and Involvement

The development of this Policy has involved all members of our E,D & I working party. We will continue to engage the whole of our school community. We plan to involve listen to and incorporate views of:

- Our pupils - holding workshops in the 2021-22 school year
- Our pupils' parents and carers - consulting, for example, the Parent Forum
- Our staff – having focused on this Policy at the first inset day of the 2021-2022 school year (September 1st 2021) we will continue to explore and implement their suggestions for how to engage the whole school community
- Our school governors - regularly considering the implementation of the Policy at Governing Body meetings

By listening to those within our community and to our partners, we are able to identify new areas of work, improve existing approaches and focus our energy where it is required.

Our Staff

Staff wellbeing is a priority for both governors and the SLT at WRCPS. Staff are to be given opportunities for supervision and coaching. We seek to analyse and take action on staff views through regular staff surveys. In this way we are able to identify underlying and otherwise invisible issues.

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices.

All staff attended an introductory Equality, Diversity and Inclusion Inset session on 22nd February 2021. As a result two members of staff volunteered to join the school's working party.

Responding to prejudice-based incidents and bullying

At Western Road, we seek to create a nurturing community where all pupils are emotionally intelligent about themselves and others and respect and are kind to each other. We recognise, nonetheless, that prejudice –based bullying behaviour can occur in school, reflecting patterns of behaviour in wider society. Such behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour.

We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. gender, skin colour or disability.

Through our school ethos and curriculum, we want our pupils/students to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities of diversity in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, those responsible, bystanders and the wider school community through our actions and responses.

We will record all prejudice-based bullying (using our automated safeguarding and behaviour recording system - CPOMS). We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for those

responsible and their families and education for our children, young people and communities. (See also our school Behaviour Policy)

We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

Implementation, monitoring and reviewing

This policy will be subject to continuous development and review as described above. It will be actively promoted and disseminated.

The Senior Leadership Team and our governors will support the implementation of this Policy through a set of specific and measurable objectives in the course of the 2021-22 school year.

Equality Objectives

Using the views of parents, staff and governors and analysis of the information as outlined above we will set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. These will be reviewed and published every year. The objectives flow on from our school vision and values, and feed into our SIP (School Improvement Plan). We will be able to measure outcomes by looking at data recorded, the curriculum maps, class blogs, pupil and staff and parent voice, and the SIP). Our objectives for 2021-2022 are set out below.

WRCPS EQUALITY OBJECTIVES: 2021 - 2022

1: Data collection:

To compile, audit and publish, by 31.01.2022, a data set of Western Road pupils from protected and other potentially disadvantaged groups; to analyse how those children fare in participation or outcomes in comparison with their peers in Western Road, East Sussex and more widely; and to plan remedial action as appropriate.

We recognise that some points of difference are not susceptible to data capture; that some data is fluid and subject to rapid change; and that the impact of Covid-19 means that some data relating to 2020 and 2021 will not be available. Nonetheless, if the information is available, we will monitor such indices as attendance and attainment of girls, and of boys, of children who speak English as a second language and children from ethnic minorities; attendance and attainment of Pupil Premium and children with SEND (Special Educational Needs and Disabilities) and children who have 'looked after' status and children with SEMH (Social, Emotional, Mental Health) needs; attendance at out-of-school hours and sports clubs; and attendance and attainment of children invited into school during the lockdowns. We will look at what the data shows us about how these children are doing across the curriculum and whether there are any significant differences in outcomes as shown by the data. The

collated data will then be compared with available data on children in East Sussex, and with available data on children nationally. This will then be used as a baseline against which to measure improvements and developments. The data will also drive the formulation of objectives for 2022-2023. Where small numbers of pupils are involved, it is not always appropriate to publish data if the identities of individual children are to be protected.

2) Curriculum:

By 27.05.2022 to have reviewed our curriculum by the inset day on 27th May, to ensure that it is accessible for all pupils and provides opportunities to appreciate their community in Lewes, and what it shares with, and how it differs from, the world beyond so that pupils understand, appreciate and respect difference in the world and its people

During 2020 and 2021 we have substantially revised our curriculum in all subjects and across all stages of the school. In 2021-22, we will scrutinise the intent, implementation and impact of that curriculum to ensure that it matches the ambitions of this policy. We will assess progress through learning visits, book and display scrutiny, pupil voice and our assessment of the impact of our links with other schools (objective 3 below).

3) Contacts:

To establish live links with schools elsewhere in the country and abroad which reflect contrasting characteristics in terms of culture, faith, ethnicity, economy or urbanity.

This will include but is not limited to piloting, by the end of the 2021-2022 academic year, the Big Classroom (a scheme which could facilitate each class linking with 4 – 6 other schools every half term. Classes could make contact with their linked schools to arrange joint projects. The class blog provides evidence of pupils' growing cultural awareness. The Senior Leadership Team could then establish a partnership with their counterparts in a school with a contrasting demographic.)

By the end of academic year 2021-2022 we will have explored how the diversity we have among pupils, their families, and the wider community (e.g. Diversity Lewes) might enhance enrichment activities.

All staff will strive to keep up to date with current issues, to keep learning, to reflect on their personal impact and to stay open to becoming more aware of issues of Diversity, Equality and Inclusion.

4) Behaviour:

To ensure that all incidents of racist, sexist, homophobic, transphobic, ageist, excluding or 'other-ing' language being used are accurately recorded on CPOMS. Even seemingly minor incidents will be logged as accurately as possible. By the end of term one in 2021-2022, we will have provided guidance to all staff to ensure these incidents are logged consistently across the school

Enhanced reporting practice may initially lead to an apparent increase in prejudice-based behaviour incidents. But, unless we have a full picture of the prevalence of such behaviour, we shall not be able to address it. We will continue to raise staff awareness around inclusive behaviour and the unintentional impact of learned behaviours through regular feedback, support and training. We will support staff to develop skills in identifying and challenging discrimination. Through the continuing professional development of all staff, we shall seek to ensure that children are comfortable to speak-up without fear of dismissal, reprisal or marginalisation

5) Continuing development of this policy through community engagement:

This policy has been workshopped with staff at an inset day on 1st September 2021 where staff were given the opportunity to contribute to and edit this document. By Easter 2022 engagement exercises will also have been designed and run with the parent community and with pupils. This work will concretely continue to develop and improve this EDI policy and shape the objectives for the academic year 2022-2023.