

The Federated Schools of
Wood Street Infant School
&
Worplesdon Primary School



Equality Policy

Policy Reviewed	September 2023
Next Review	September 2025
Objectives reviewed annually in summer	

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Equality Policy

Philosophy

At The federation of Wood Street Infant School and Worplesdon Primary School we give pupils opportunities to develop the skills needed to become well-rounded, articulate, independent and confident members of a constantly evolving society, valuing themselves and others and feeling inspired by the world around them. Across the Federation, we aspire to promote a love for learning and life and we achieve this with the following four drivers at the core of our delivery of the National Curriculum (2014)

- building resilience
- inspiring curiosity
- promoting teamwork and independence
- instilling empathy.

Statement

The Federated Schools of Wood Street Infant School and Worplesdon Primary School is a multi-cultural, multi-racial, multi-ability community of approximately 2000 people, parents, professionals and pupils. We believe that everyone in the Federated Schools is of equal value and should have equal opportunities in school, the community and in life.

The Federated Schools of Wood Street Infant School and Worplesdon Primary School seek to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully, and 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 and 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. 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. We believe that all children, regardless of first language, disability, race, gender, cultural or socio-economic background, should receive equal access to the full school curriculum.

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.

The policy sets out the Schools' 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

Disability Statement

The Federated Schools of Wood Street Infant School and Worplesdon Primary School are proud to be inclusive schools. We are able to offer access to the full curriculum for children who have a physical disability. We have easy access into the main part of the building and have disabled toilet facilities within the schools. As with any additional needs the schools work closely with parents and appropriate outside agencies

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Vision

- Our whole school community will treat everybody in the way they would wish to be treated with mutual respect for each other and our environment.
- We (the community) will develop resilience in ourselves and others by creating a stable and safe culture and climate where we understand that everyone makes mistakes and that we will achieve more by learning from them.
- We will provide everybody with a secure and creative environment to achieve their full potential, by offering a broad range of engaging and challenging opportunities.
- Our school communities will be supported in all aspects of school life enabling them to achieve, feel included, and belong.
- Our school communities will understand, develop and show mutual trust, confidence in each other, and ensure that all stakeholders feel listened to and valued.
- For all of us to understand our role as a citizen of the school, the town, the country and the world, and the responsibilities this carries towards ourselves, each other and the environment we live in.

Overall aims of our Equality Policy

- To eliminate discrimination, harassment and victimisation.
- 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, cultures, faiths, abilities and ethnic origins.

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:

- 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 through valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better;
- 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 whilst considering 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.
- To value, celebrate and respect diversity within the local and global communities and the part they play within these. We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other
- To identify commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality
- To build a sense of personal and cultural identity. We will provide opportunities to explore and value the complexity of our personal and cultural identities

Our duties

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process in order to ensure better outcomes for all. We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life, including the provision of extended services. These opportunities are likely to include all or some of the following, dependent on our current priorities:

- the engagement, participation and involvement of a broad and diverse range of children, young people, their parents and partner agencies
- school policies
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- opportunities for assessment and accreditation
- behaviour management approach and sanctions
- exclusion procedures
- school clubs, activities and school trips
- 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
- employees' and staff welfare
- global links
- the explicit teaching of tolerance as a British value

The roles and responsibilities within our school community

Our Executive Headteacher will:

- ensure that staff, parents/carers, pupils/students and visitors and contractors are engaged in the development of and informed about the Equality Policy through asking for feedback wherever possible.
- oversee the effective implementation of the policy
- 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
- monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy
- ensure that the staff team is kept up to date with any development affecting the policy or actions arising from it

Our governing body will:

- take full responsibility for the Equality Policy
- ensure that the objectives arising from the policy are part of the School Development Plan (SDP)
- support the SLT in implementing any actions necessary
- engage with parents and partner agencies about the policy
- evaluate and review the policy every 3 years, and the objectives annually

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Our Senior Leaders will:

- have responsibility for supporting other 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 SDP

Our pupils/students will:

- be involved in the further development of the Policy through the PSHE (LFL) curriculum and will understand how it relates to them, appropriate to age and ability
- be expected to act in accordance with the Policy
- be encouraged to actively support the Policy

Our parents/carers will:

- be given accessible opportunities to become involved in the development of the Policy through engagement activities.
- 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 further development and reviewing 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

Relevant voluntary or community groups and partner agencies will:

- Be involved in the further development of the Policy
- Be encouraged to support the Policy
- Be encouraged to attend any relevant meetings and activities related to the Policy

We will involve and listen to what our community have to say, including people from broad and diverse backgrounds and of different abilities, taking account of all the protected characteristics listed under the Equality Act 2010.

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 Executive 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.

Our Staff

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

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comparison with people who are not disabled. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures

We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made nor do we require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure (unless the questions are specifically related to an intrinsic function of the work - for example, ensuring that applicants for a PE teaching post have the physical capability to carry out the duties).

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment. Our staff team have undertaken training to help them understand their equality duties and/or the differing needs of protected groups within our school community.

Equality Objectives

Analysis of the information as outlined above means that we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty.

Public Sector Equality Duty statements

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.
- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Protected characteristics within the Equality Duty covers: age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation. The duty has due regard to the need to eliminate discrimination also covers marriage and civil partnerships.

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The Specific Duties

Information Showing the School has Complied with the General Duty

Duty	Actions Taken
<p>Eliminate Conduct that is prohibited by the Act</p>	<p>We have reviewed the Federated Schools profile and revisited and underlined the centrality of equality and inclusion in our schools that are still relatively homogenous, recognising that our children belong to a society and world that is diverse and multi-cultural.</p> <p>The Federated Schools focus on a values-based education.</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. The School has an Equal Opportunities Policy in place and the current required Equality Schemes and Disability Access Plan.</p>
<p>Advance Equality of opportunity between people who share a protected characteristic and people who do not share it</p>	<p>Pupils who have particular needs are well supported in our Federated Schools and they make good 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 our Schools, 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>
<p>Foster Good Relations across all characteristics – between people who share a protected characteristic and people and people who do not share it.</p>	<p>Equality and Inclusion are central to our Federated Schools ethos. Being Values-Based Schools enables pupils to focus on identifying and developing shared values. There are opportunities in assemblies and in PSHE (LFL), as well as other lessons to learn about difference and diversity, both in our own community and others including the global dimension.</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 Federated Schools 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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Policy / Practice Considered	Outline how the policy / practice was evaluated	Outcome of analysis
Behaviour	<p>The policy has been reviewed recently</p> <p>Rewards and sanctions are monitored for adverse trends.</p>	<p>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.</p>
Anti-Bullying	<p>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.</p>	<p>Bullying incidents recorded on CPOMs, and reviewed to have a clearer focus on issues pertaining to the Equality Act</p>
Equal Opportunities	<p>Reviewed annually by Governors.</p>	<p>Policy to be reviewed to comply with the requirements of the Equality Act, in particular, ensuring the protected characteristics are covered.</p>
Curriculum, Religious Education & RSE Policies	<p>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. (2023-2028).</p> <p>Our RSE policy has been ratified by Governors and was agreed in consultation with parents (will be reviewed in 2023-24)</p>	<p>Need to consider how to more widely reflect the diversity of the Equality Act in our curriculum models. Curriculum content has been reviewed and adapted to ensure that a range of people with protected characteristics are represented in our curriculum. This is reviewed on a termly basis.</p> <p>RSE should consider the implications of same sex Civil Partnerships alongside other relationships and family groups.</p>
Learning and Teaching	<p>Learning and Teaching is central to our work as Federated Schools 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.</p>	<p>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.</p>
Safeguarding	<p>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.</p>	<p>Continue to ensure that all Staff have access to quality Safeguarding training and that this reflects issues pertaining to Equality.</p>
Recruitment	<p>Reviewed annually by Governors to ensure compliance with new requirements of the Equalities Act</p>	<p>Policy should link closely to the Equal Opportunities policy and reflect any new requirements</p>

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Details of Engagement

Individual/Group engaged 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 Federated 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 our Schools. 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 Schools and their ideas are listened to attentively.
Staff	<p>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.</p> <p>Staff contribute to PSHE (LFL) sessions and receive training</p>	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	<p>Governors regularly review issues pertaining to equality and inclusion at meetings and actively support the School.</p> <p>There is a link Governor (the Co-Chair) for Equality and Inclusion.</p>	Governors are fully committed to the vision of establishing and maintaining a fully inclusive School.
Parents	Most parents regularly liaise with Schools through email, telephone, face to face or PTA events. Annual questionnaires receive a high response rate	<p>Parents increasingly recognise and value the inclusive ethos of the School and our commitment to inclusion.</p> <p>We seek to strengthen our commitment to quality communications with all parents.</p>

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Equality Objectives 2023-2024

Characteristic	Aim	Objective	Success criteria	Date for review
All	To increase pupil, staff and governor awareness of legal duties around equality and what this looks like within School context	For all stakeholder to understand what is meant by a protected characteristic Continue to review all policies and undertake a comprehensive practice review to audit equalities issues and impact.	Evidence of Equality Act within our Values-Based curriculum Evidence of assemblies making links to Equalities Act when discussing diversity All policies reviewed and updated in light of the Equalities Act and practices audited.	Annual
All	For pupils gain greater awareness of diversity through the curriculum and extended learning opportunities.	For staff to plan opportunities for children to be exposed to teaching materials that incorporate protected characteristics within the curriculum content	Lesson resources and assemblies etc., provide opportunities for pupils to gain awareness of and learn about diversity	Bi-annual review within Head Teacher's report to governors (Oct/Jun)
All	To narrow any gaps in attainment between girls and boys and identify trends of attainment for particular sub-groups based on race / disability etc.	For all pupils to be appropriately challenged and engaged through well-planned and managed classroom support	Staff are able to identify vulnerable groups within data tracking meetings and plan opportunities for pupils to make better progress All groups of children will have made adequate progress (as defined by SNEED Code of Practice)	Bi-annual review within Head Teacher's report to governors (Oct/Jun)