

	WHISTON WILLIS PRIMARY ACADEMY		
	EQUALITIES POLICY		
Lead Responsibility	Head teacher-I. Cooper SENDCo/DSL-J. Watkins	Approved By Governors	Adopted: September 2023
Review date	October 2024 or sooner		

VISION AND VALUES LEARNING FOR LIFE

Academic excellence and social intelligence are at the heart of all that we do at Whiston Willis to develop aspirational life-long learners who are committed to their own self development to achieve excellence and be highly valued and respected future citizens of Whiston, Knowsley and beyond.

Our school is a safe, happy and inclusive place where everybody is valued, treated equally, respected and where difference is celebrated.

We believe that all members of our School community should reach their full potential academically, socially and emotionally.

We are committed to ensuring that every child is prepared for their future lives as responsible citizens with a strong moral purpose.

Learning is a lifelong journey and we strive for all children to enjoy learning; leading to independent, motivated 'Lifelong Learners' who are prepared to face the modern day wider world with enthusiasm.

POLICY STATEMENT

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to: ***BE RESPECTFUL, BE RESPONSIBLE AND BE SAFE.***

At Whiston Willis Primary Academy we wish to enable all pupils to take part as fully as possible in every part of school life by developing the children's self-confidence, recognising their strengths and encouraging them to achieve their full potential. Whiston Willis will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the 9 protected characteristics (age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender, sexual orientation) within the school community.

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Whiston Willis Primary Academy seeks 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 in a safe and inclusive environment.

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.

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 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
- 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

1. **LEGISLATION AND GUIDANCE**

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Whiston Willis Primary Academy school recognises that the Equality Act 2010 brings together into one Act those areas known as 'protected characteristics' that qualify for protection from discrimination such as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

We believe that everyone has the right to be treated with dignity and respect. We are opposed to any direct or indirect discrimination against individuals or groups whatever their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

We all take the responsibility to ensure equality is evident in all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

We have high expectations of all our pupils and we aim to provide them with opportunities to succeed by providing the highest standards of teaching and learning.

We do not tolerate any member of the school personnel or others connected with school being victimised, harassed or bullied by another based on assumptions about their status within the school community. We will take swift and decisive measures when addressing any such form of bullying or harassment. Also, we will not discriminate against anyone because of their political affiliation.

THE 'PROTECTED CHARACTERISTICS' WITHIN EQUALITY LAW ARE:

- Age - A person of a particular age (e.g. 32 year old) or a range of ages (e.g. 18 – 30 year olds). Age discrimination does not apply to the provision of education, but it does apply to work.
- Disability - A person has a disability if s/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.
- Gender reassignment - A person (usually with 'gender dysphoria') who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). 'Trans' is an umbrella term to describe people with this 'Gender Identity'. 'Intersex' or 'Third Sex' is not covered by the Act but the school will treat Intersex children with the same degree of equality as children with gender dysphoria. Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in any school environment.
- Marriage and civil partnership – Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.
- Pregnancy and maternity - Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.
- Race - A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people.
- Religion and belief - Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum-based activities, but pupils may withdraw from acts of collective worship.
- Sex - A man or a woman.
- Sexual orientation - A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian

when very young, promotion of sexual orientation equality is as relevant in a primary school environment as it is in a secondary school. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'questioning' or 'coming out' when they are in secondary school or college. Schools with a particular religious ethos cannot discriminate against lesbian, gay or bisexual pupils. It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated. So, for example, a school must not discriminate by refusing to admit a pupil because his parents are gay men or lesbians. It would be race discrimination to treat a white pupil less favourably because she has a black boyfriend.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support article 12 of the United Nations Convention on the Rights of The Child that children should be encouraged to form and to express views.

REASONABLE ADJUSTMENTS AND ACCESSIBILITY PLANS

As a school we are required to:

- Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding a physical feature, for example steps and lifts.
- Take reasonable steps to provide auxiliary aids/services.
- Provide information in an accessible format.
- Develop and implement (by allocating appropriate resources) Accessibility Plans which will:
 1. Increase disabled pupils' access to the school curriculum.
 2. Improve the physical environment.
 3. Improve provision of information.

The duty is an anticipatory and continuing one that schools owe to disabled pupils generally, regardless of whether the school knows that a particular pupil is disabled or whether the school currently has disabled pupils. The school will need to plan ahead for the reasonable adjustments that it may need to make, working with the **relevant admissions authority** as appropriate.

The Education and Inspections Act 2006 introduced a duty on all maintained schools in England to promote community cohesion. Aspects of educational legislation have also promoted equal opportunities, for example the Education Act includes a duty for local authorities to educate children with special educational needs in mainstream schools wherever possible.

2. EQUALITY OBJECTIVES

- To provide a curriculum which promotes the whole school ethos of inclusion and equality for the whole school community.
- To ensure that all children have equal access to the curriculum and are able to achieve the best possible outcomes.
- To provide a quality learning experience for each child in which all adults actively promote equality, inclusion and a celebration of diversity.
- To protect the wellbeing of all pupils by challenging any non-inclusive views held by anyone within the school and the wider community.

3. ROLES AND RESPONSIBILITIES

OUR DUTIES: We recognise and accept our equality duties as set out in the Equality Act 2010.

THE GOVERNING BODY

- Delegated powers and responsibility to the Principal to ensure that this policy is embedded into the culture of the school.
- Ensure that the objectives arising from the policy are part of the School Development Plan when necessary (SDP).
- Responsibility for ensuring that the school complies with all equalities legislation.
- Nominated and equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents that breach this policy.
- Engage with training for governors in order to ensure that all governors are aware of their responsibilities under equality legislation.
- Responsibility for the effective implementation, monitoring and evaluation of this policy.

THE PRINCIPAL AND SENIOR LEADERSHIP TEAM

The Principal and Senior Leadership Team will:

- Ensure this policy is embedded within the culture of the school.
- Publish the equalities objectives of the school.
- Ensure an Accessibility Plan is in place and updated every three years.
- Ensure all school personnel, pupils and parents are aware of and comply with this policy.
- Work closely with the Governing Body and Link governor.
- Provide leadership and vision in respect of equality inclusion and community cohesion.
- Recording and dealing with incidents of racism, bullying and other inappropriate behaviour.
- Seek advice to ensure that this policy is up to date. Develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available.
- Ensure equal opportunities are prominent in all school documentation and work.
- Regularly report to governors on the standards achieved by different groups within the school.
- Provide guidance, support and training to all staff.
- Monitor the effectiveness of provision in line with this policy.
- Monitor the school environment to ensure that there are adequate examples of positive images associated with race, religion, disability, gender and sexuality.

SCHOOL STAFF ALL SCHOOL STAFF WILL:

- Adhere to this policy and be fully committed to the school ethos.
- Report and address all incidents of discriminatory behaviour and unequal treatment to the Senior Leadership Team.
- Tackle all forms of bullying immediately and in an age appropriate way.
- Provide a stimulating, relevant and exciting curriculum and use a variety of teaching methods to ensure effective learning takes place for all pupils.
- Promote equality through curriculum planning and delivery, classroom organisation, reinforcing the school ethos of inclusive practice.

- Attend appropriate training sessions.

THE ROLES AND RESPONSIBILITIES WITHIN OUR SCHOOL COMMUNITY

OUR PUPILS/STUDENTS WILL:

- Be involved in the development of the Policy 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.
- Refrain from engaging in any discriminatory behaviour or other behaviour that contravenes the contents of this policy.

OUR PARENTS/CARERS WILL:

- Be given accessible opportunities to become involved in the 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

SUBJECT LEADERS:

Ensure that the Equality Policy is implemented in all aspects of their professional practice at Whiston Willis.

4. ELIMINATING DISCRIMINATION

Whiston Willis is fully committed to inclusion and to celebrating diversity. The curriculum we offer both in PSHE and across all areas of learning consider a wide range of issues within our locality, society and delivers strong positive measures around inclusion, celebrating diversity and tackling discrimination.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

We are an equal opportunities employer and we adhere to the principles of equal opportunity in all aspects of recruitment.

All school personnel have equal chances of training, career development and promotion.

Staff and governors are regularly reminded of their responsibilities under the Equality Act and periodic training is organised for all school personnel so that they are kept up to date with any new information and guide lines concerning equal opportunity.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. ADVANCING EQUALITY OF OPPORTUNITY

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have.
- Taking steps to meet the particular needs of people who have a particular characteristic.
- Encouraging people who have a particular characteristic to participate fully in any activities

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing.
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of racial, homophobic or transphobic bullying).
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

6. FOSTERING GOOD RELATIONS

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas through wider curriculum coverage and themed weeks of learning.
- Wider curriculum work considers the 17 Sustainable Development Goals (UNICEF0 and promotes consideration of all others.
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute.
- Working with our local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures and differences.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

7. EQUALITY CONSIDERATIONS IN DECISION-MAKING

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip is accessible to all and has equivalent facilities for all.

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. MONITORING ARRANGEMENTS

The Principal will update the equality information we publish, at least every year. This document will be reviewed by the Governing Body at least every 3 years and earlier if required. This document will be approved by the Governing Body. The effectiveness of this policy is demonstrated through the termly inclusion/safeguarding update report to governors which includes details about any incidents of discriminatory behaviour.

9. LINKS WITH OTHER POLICIES

This document links to the following policies:

- Accessibility Plan
- Risk Assessments
- SEND Policy
- Anti-Bullying Policy
- Behaviour Policy
- Curriculum Policy