

Equalities Policy and Objectives

Kirkham and Wesham Primary School (KWPS) is committed under legal duties (Equality Act 2010 which replaces all existing equality legislation) to eliminating all forms of discrimination and encouraging good relations, diversity amongst our workforce and pupil population through the management and implementation of the Public Sector Equality Duty (PSED) for the school.

Our aim is that our workforce and pupil population will be truly representative of all sections of society / community and each employee / pupil / parent feels respected and able to give of their best and contribute to the effectiveness and success of the school.

To that end the purpose of this duty / policy is to provide protection, equality and fairness for all in our employment / school and not to discriminate on grounds of 'characteristics' – Sex (referred to previously as gender), gender reassignment, marital status, race, ethnic origin, colour, nationality, national origin, social disposition, disability (past or present), health, sexual orientation, sex or marital / civil partner status, pregnancy or trade union membership, part-time or fixed term status, religion, belief, age (excludes pupils) and pay.

We oppose all forms of unlawful and unfair discrimination (direct & indirect) harassment and victimisation. All employees, whether part-time, full-time or temporary and pupils will be treated fairly and with respect and decisions made will have 'due regard' for equality.

Selection for employment, promotion, courses, responsibilities, support, training or any other benefit will be on the basis of aptitude, ability and availability. All employees and pupils will be helped and encouraged to develop their full potential and the talents and resources of the school and workforce will be fully utilised to maximise the efficiency of the organisation.

Our commitment:

- To create an environment in which individual differences and the contributions of all our staff, parents and pupils are recognised and valued.
- To ensure every pupil and employee is entitled to a working environment that promotes equality, dignity and respect to all. No form of intimidation, bullying or harassment will be tolerated.
- To ensure where reasonably possible, equipment, training, development and progression opportunities are available to all staff and pupils, including the acquisition of auxiliary aids & services for the disabled.
- To recognise that equality and equity in the workplace is good management practice and makes sound educational and business sense.

- We strive to continually improve all our employment / school practices and procedures to ensure fairness with due regard to equality.

The policy will be monitored and reviewed at least every three years unless legislation states otherwise. The school will update at least annually and objectives every four years. The 'general' equality data will be published in various ways and forms some of which may be shared on the school website, minutes of meetings, whole school presentations, parent evenings, Headteacher letters and newsletters, Ofsted & Government & Local Authority reports, ASP, etc. However, more 'sensitive' data may be available on request as long as it does not infringe on the Data Protection Act 1998 and any GDPR expectations.

Please Note: The term 'parent/s' is used to mean parents, carers, guardians.

1 The School Context

Kirkham and Wesham Primary School (KWPS) is an averaged sized local authority maintained school where children thrive in a positive atmosphere that contributes well to their personal, social and emotional development and enables them to achieve, thereby preparing them well for the next stage of their education.

2 Aims and Values:

At KWPS we start from the understanding that children's and employee's life chances are already unequal at the point of entry into our school. It is through our policies and practice that we try to redress any imbalances. We also recognise diversity as a positive force within our school.

This policy is our statement of recognition of our responsibility to help each individual find their way of rising to an increasing range of challenges and to develop their unique talents, skills and traits as far as it is possible during their employment / education.

Equity of opportunity applies to all members of the school community – pupils, staff, governing board members, parents and community members. The school seeks to be caring and supportive, working in partnership with this community.

We recognise the importance of ascertaining staff, governors, parents and pupils' views and encourage an active participation in shaping and reviewing school policy and practice, particularly if we are to create a sense of 'our school' for these most important members of its community. We offer a comment box so all pupils and members of the community have a voice. We have an elected School Council and systems of communication which allows for all pupil's views to be aired and listened to. There are whole school staff, senior leadership, governors meetings and parent evenings that are held on a regular basis which provide other opportunities.

Equality Statement

ALL DIFFERENT, ALL EQUAL

KWPS values each member of the school community. We are committed to the belief that each person has the right to learn and to work in an atmosphere of respect, safety and to have an equal opportunity to achieve their academic potential, and to develop socially and personally as a unique individual. We value and accept each other's differences and feelings. Remarks or actions which hurt or offend are unacceptable and will always be addressed by the school in an appropriate way.

KWPS Commitment to Equality

LEGAL DUTIES

KWPS welcomes and responds to its legal duties under current and any future legislation.

GUIDING PRINCIPLES

In fulfilling our aims we are guided by three essential principles:

- Every pupil and person associated with the school should have the opportunity to achieve the highest possible standards and the best possible qualifications for the next stages of their life and education.
- Every pupil and person associated with our school should be helped to develop a sense of personal and cultural identity that is confident and open to change and that is receptive and respectful towards other identities.
- Every pupil and person associated with our school should develop the knowledge, understanding and skills that they need in order to participate in shaping and ensuring equality in Britain's society and in the wider context of our interdependent world.

We actively promote opportunities to access the full curriculum for both pupils and staff. Each person will be recognised as having individual needs, Where reasonably possible, we do adapt the school routines to ensure the needs of individuals are taken into account. When planning activities both within and beyond classrooms, we make reasonable adjustments to ensure all staff and pupils can engage fully in the activities and are supported.

3 Leadership, Management and Governance

KWPS Governors maintains an overview of implementation of the PSED and has regular updates at meetings to ensure the policy is followed.

Responsibilities:

THE GOVERNING BOARD IS RESPONSIBLE FOR:

- Ensuring that the school complies with all forms of equality legislation.

- Ensuring that the policy and its related procedures and strategies are implemented.
- The Governing Board meetings occur termly to examine each school's policy and practice.

THE HEADTEACHER IS RESPONSIBLE FOR:

- Implementing the policy and its related procedures and strategies.
- Ensuring that all staff are aware of their responsibilities and are given appropriate training and support.
- Taking appropriate action in any cases of discrimination.

ALL STAFF ARE RESPONSIBLE FOR:

- Dealing with all forms of discrimination, knowing how to identify, challenge and report it including, victimisation, harassment, bias and stereotyping.
- Promoting equality, equity, diversity and eliminating unlawful discrimination.
- Keeping up to date with anti-discrimination legislation by attending training and other opportunities.
- Supporting all pupils in their class.
- Incorporating principles of equality and diversity into all aspects of their work.
- Making colleagues, visitors and contractors aware of and supporting them to meet the school's equality objectives.

The member of staff identified as having specific responsibility for Equality is the deputy headteacher for Inclusion - Mrs Dawn Hankinson - who works in conjunction with other colleagues, the Headteacher and governing board.

Teaching staff are responsible for dealing with all forms of discrimination according to the school's policy and guidelines and reporting it.

The deputy headteacher is responsible for ensuring that records of incidents and follow up decisions are reported termly to the SLT or Governors as required or appropriate. Data held is used to redress any imbalances that may be present in the school and its community.

Breaches of the Policy

Action will be taken against any individual who does not comply with the school's Public Sector Equality Duty according to the school's disciplinary code. For outside agencies such breaches will be shared with them so that they can apply their own policy and procedures. Should these not align with the school then consideration will be given as to whether the professional relationship continues.

4 Policy Planning and Review

In line with legislation, the PSED, functions and strategies information held will be regularly monitored, reviewed and evaluated for their effectiveness in:

- a) eliminating all forms of discrimination
- b) promoting all forms of equality and diversity
- c) promoting good community relations.

The school also has specific duties to assess and monitor the impact of its policy on pupils, parents and staff from the diverse groups it represents.

We will do this in the following ways:

POLICY PLANNING AND DEVELOPMENT

- Build equality into policy development and planning processes.
- Incorporate our aims equality into relevant strategic plans.
- Assess the impact of the policy through analysis, consultation, evaluation and auditing.

EQUALITY AND DIVERSITY MONITORING

- Use available information to monitor the attainment and progress of pupil groups and staffing to identify and implement strategies to redress any imbalances.

- Ensure that available information is used to inform planning and decision making.

REVIEW AND ASSESSMENT OF POLICY

- Review, monitor and assess available information, the strategies, the effectiveness and impact it has in eliminating all forms of discrimination and promoting diversity, equality and good community relations.
- Build equality questions into school self-review and evaluation frameworks.
- Use the results of reviews and assessments to inform all planning and decision making many of which will be shared at appropriate meetings.

Outcomes of monitoring and assessment will be reported to the Governing Board and the LA. Members of the school community will also be kept informed, ensuring that no individual can be identified.

5 Implementing the Policy

The school) will annually review equality through the following mechanisms:

- School testing results by community groups.
- Analysis of all discrimination incidents.
- Attendance, exclusions and seclusions.
- Report induction and training of all new staff.
- Scrutinise organisation of teaching groups to ensure no segregation exists due to any protected characteristics.

The governors will ensure that the review of the PSED takes place and implications and targets are reviewed.

6 Education, Training and Development

The school is committed to supporting a training strategy for the professional development of all staff. The Senior Leadership Team will ensure that all staff are informed of the Public Sector Equality Duty, its legal duties including policies and implications. This will be implemented through the Recruitment and Induction programme for all new teaching and support staff and the PSED will be made accessible

via the school's website. Training will be monitored and evaluated through the senior member of staff responsible for Professional Development and through line managers of support staff (Premises, Office Staff and Contract Staff).

7 Admissions, Recruitment and Attendance

The admissions and recruitment policy at all schools are administered by the Local Authority on behalf of the schools for pupils or for employment via a standardised application form and process. It is monitored by an equality process to ensure it is administered fairly and equitably to all and it enables the pupil population of the school to reflect the balance of the local community and to recruit staff in a non-bias way.

The school will ensure that staff and families are aware of their rights and responsibilities in relation to pupil / staff attendance. The school bursar always follow up absences as appropriate. The religious beliefs and practice of staff, pupils and parents / carers are respected, and reasonable requests for leave of absence for religious observance and significant events, which also includes staff, are considered sympathetically. Strategies to re-integrate long-term absences and excluded pupils are in place if required.

8 Attainment, Progress and Assessment

KWPS staff have high expectations of all pupils and they continually challenge them to reach higher standards. The school recognises, values and celebrates all forms of achievement; academic, practical, artistic, technical, sporting, personal and social.

The monitoring and analysing of pupils' performance enable the identification of groups where there may be patterns of underachievement. The school ensures that action is taken to counter this through ongoing whole school analysis and implementing strategies at different times throughout the academic year.

All pupils have the opportunity to achieve their highest standards. Assessment is used appropriately for all pupils, and staff use a range of methods and strategies to assess pupil progress. The school ensures where possible, that assessment is free of all forms of discrimination and SEND which might affect a pupil's formal assessment activities are acknowledged.

Self-assessment provides all pupils with opportunities to take responsibility for their own learning through reflection and feedback on their progress. All pupils have full opportunities to demonstrate what they know and can do to benefit from this assessment.

9 School Ethos: Equal Opportunities

KWPS opposes all forms of discrimination. We publicly support diversity and actively promote good personal and community relations. Diversity is recognised as having a positive and enriching role to play within the school. Our aims and values and commitment to equality are written in the school prospectus and in all information to new parents, pupils and those who apply to work at the school. Assemblies reflect our commitment to equality and the promotion of good relations in and out of school. Displays around the school reflect the diversity of the community. All staff foster a positive

atmosphere of mutual respect for each other and trust among pupils from all groups in the community.

Clear procedures are in place to ensure that all forms of bullying, victimisation and harassment are dealt with promptly, consistently and appropriately. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies. Racist incident forms are returned on a termly basis to the LA. All staff are aware of the procedures for dealing effectively with bullying, racist incidents, racial harassment, prejudice and all other forms of discrimination.

10 Behaviour, Discipline and Exclusion

KWPS has a clear and accessible code of conduct for staff and pupils. The school's procedures for disciplining staff, pupils and managing behaviour are fair and applied equally to all. It is recognised that cultural background may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour and where appropriate, adopts restorative approaches to resolve conflicts and issues. All staff aim to operate consistent systems of rewards and discipline.

Exclusions, seclusions, detentions and attendance are monitored and action is taken in order to reduce gaps between different groups of pupils. Staff attendance is also monitored on a term basis and staff are informed confidentially in writing.

Pupils, staff and parents are aware of procedures for dealing with complaints. We aim to ensure that all members of the school community understand that any language or behaviour which is discriminatory such as racist, sexist, homophobic, transphobic, religious or any other form which is potentially damaging conduct aimed at any person / group is unacceptable and will be dealt with in accordance with school policy.

11 Personal Development and Pastoral Care

The pastoral support system at school takes account of our diverse community including the religious and cultural diversity of pupils' backgrounds and beliefs and the experiences of particular groups of pupils, e.g. Refugee and Asylum seeker children, trans individuals. The school provides appropriate support for EAL/SEND pupils and encourages them to use their home and community languages. The school takes account of and meets the needs of Traveller pupils.

All pupils are provided with appropriate information and guidance at school and we encourage all pupils to aim high and avoid stereotyped assumptions about careers and jobs.

12 Teaching and Learning

Teachers aim to ensure that the classroom is an inclusive environment in which pupils feel all contributions are valued. Where groups or individuals are marginalised, the teacher takes positive steps to include them in learning both within and beyond the classroom. Teaching is responsive to pupils' learning styles with the teacher taking positive steps to include all groups or individuals. Teachers aim to ensure that pupil grouping in the classroom is planned and varied.

Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem solving tasks. Teachers encourage pupils to become independent and to take responsibility for their own learning. Teaching

and learning challenges stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge and report inequalities so they can be eliminated. We aim to ensure that resources and displays reflect the experience and background of pupils, promote diversity and challenge stereotypes across the curriculum. They are reviewed to ensure that they reflect the inclusive ethos of the school.

13 Curriculum

Our curriculum is designed and adapted to ensure inclusion of all pupils ensuring there is no discrimination because of the protected characteristics of individuals.

All subjects on the curriculum are planned to incorporate the principles of equality of opportunity and to promote positive attitudes towards diversity. Through the content and delivery of the curriculum we encourage pupils to explore racism, sexism and other forms of oppression and to challenge stereotypes, prejudice and all forms of other discrimination.

Extra-curricular enrichment activities cater for the interests and abilities of all pupils.

14 Staffing: Recruitment and Professional Development

KWPS adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and the LAs guidelines. Information about the school's aims, values and equal opportunities is sent to all applicants for posts in the school. The skills of all staff, including support and part-time staff are recognised and valued. Staff information and regular professional development activities are available for all staff members to support their performance.

We aim increasingly provide staff and visitors a wide range of role models and reflect the diversity of the local and wider community.

The governing board monitors diversity and can provide the data to the Local Authority on request.

15 Partnership with Parents and the Community

KWPS aims to work in partnership with parents who are encouraged to participate at all levels in the full life of the school. Information and meetings for parents are made accessible to all. The school takes steps to encourage the involvement and participation of under-represented groups of parents and sections of the community. Information for parents is accessible in user-friendly language and is available on request in languages and forms other than English through the use of interpreters and translation software. Times of parent evenings are designed to include the whole community. The school's premises and facilities are accessible to the disabled.

16 Monitoring and Review

All members of staff and the governing board have responsibility for the implementation of this policy.

The Governing Board will evaluate the effectiveness of the policy every three years. It will be based on pupil attitudes surveys, achievement of pupils and staff, staff satisfaction levels.

17 Involvement and Consultation

KWPS will endeavour to consult with pupils, staff, trade unions and service users in the development of our PSED to determine their priorities for the school with regards to equality. For example, this could be via Focus Groups, Questionnaires, Feedback Slips, Drop-in Sessions, etc.

18 Implementation and Objectives

In order to ensure the school meets the PSED, it might choose to use an action plan to make things happen, which could outline how the requirements will be met. This action plan would be shaped in consultation with pupils, staff, trade unions, parents and all those that we provide a service to as outlined in the previous sections. Equality objectives will be specific and measurable and used as a 'tool' to improve the school / work experience.

19 Publishing

The Headteacher will decide what and how equality data and action is published in school and to the general public. All public data will be anonymous. Publication will include evidence of steps taken, engagement with those affected and progress made towards meeting the equality objectives the school has set itself including how the PSED is being met.

Objective 1

To review everyday systems in place for pupils in school to ensure that opportunities are open and all feel encouraged to pursue the opportunities regardless of race, gender and ability

Why we have chosen this objective: To address inequalities identified.

To achieve this objective we plan to: Ensure that positions and opportunities on offer in school are not limited by protected characteristics. Eg House Captains are selected by majority vote not for instance always the boy and the girl with the highest vote

Review of Objective 1

March 2023 Review:

Objective 2

To train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by January 2023. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective: To ensure all staff are fully informed about the Equality Act 2010 and as part of the active promotion of equality objectives with stakeholders.

To achieve this objective we plan to: Train all staff in CPD and include equalities training in the Governor training programmes.

Review of Objective 2

March 2023 Review

Objective 3

To review the books available in school for pupils to read

Why we have chosen this objective: To ensure the available literature to pupils promotes and celebrates diversity and/or allows for critical informed discussions around issues of equality.

To achieve this objective we plan to: Remove books that promote division and disharmony and ensure new books reflect the age in which we live.

March 2023 review