

# WISBOROUGH GREEN PRIMARY SCHOOL



## EQUALITY INFORMATION AND OBJECTIVES

**2020-2024**



## **Our Vision**

At Wisborough Green Primary, we believe that all children should be guaranteed equal access to a broad and balanced curriculum regardless of gender, sexual orientation, race, culture, religion, social class, disability or special educational need. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. Both children and adults should expect to be treated fairly and have the same entitlement. They know this by what is said and what happens at an operational level. Equality and diversity issues are integral to all we do.

The progress and achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment that champions respect for all. At Wisborough Green Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

We believe that valuing diversity means actively recognising the strengths, talents and needs of every individual and every community. We nurture the potential of all and maximise the opportunities for all. We know that, despite legislation e.g. Disability Discrimination, Human Rights, Race Relations Act etc., discrimination still exists, and it is for us to strongly address this, when and if it appears in our school community.

We give our children and adults strategies to recognise and address discriminatory behaviour if they hear or see it in others and how to show that it is completely unacceptable and therefore should not be tolerated.

## **Aims**

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Provide an environment in which all our children/adults feel comfortable and at ease about their gender, sexual orientation, race, culture, religion, social class, disability, special educational need and/or background
- Instill in our children a tolerance, understanding and respect of all cultures, faiths, disabilities, needs and ways of life and living
- Nurture cultural, religious and linguistic diversity
- Be aware of and support positively the languages and dialects spoken by our children and the adults in the school and at home
- Ensure that programmes of work cater for the individual needs of our children and that the curriculum is modified appropriately whenever appropriate
- Ensure that the needs of children and adults with additional needs, including gifted children, are catered for in the best way we can

- Ensure members of the Senior Leadership Team are made aware of any issues that contravene the policy in order that the Head or the Senior Leadership Team can tackle the issue appropriately and promptly

## **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](#).

## **How we promote equality**

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day-to-day practice in the following ways:

### **Teaching and learning**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement.

To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils
- Monitor achievement data by ethnicity, gender and Special Educational Need, and action any gaps

- Take account of the achievement of all pupils when planning for future learning and set challenging targets
- Ensure equality of access for all pupils and prepare them for life in a diverse society
- Use resources that reflect the diversity of the school, population and wider community in terms of race, gender and disability, without stereotyping
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Seek to involve all parents in supporting their child's education
- Encourage classroom and staffroom discussion of equality issues that reflect on social stereotypes, expectations and the impact on learning
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

### **Admissions and Exclusions**

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability, faith, religion or socio-economic factors. Exclusions will always be based on the school's Positive Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

### **Equal Opportunities for Staff**

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. We encourage applications from staff from a range of cultural and ethnic backgrounds. All members of staff have fair access to training and development opportunities. Equal pay legislation is adhered to at Wisborough Green Primary. All staff appointments and promotions are made based on merit and ability and in compliance with the law. However, we are concerned to ensure, wherever possible, that the school's staffing reflects our community's diversity. All staff and volunteers are expected to be aware of this policy and the procedures related to it. Any member of staff is expected to challenge and report inappropriate behaviour to the Senior Leadership Team who will follow this up.

### **Employer Duties**

As an employer, we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff or re-evaluating staff structures, to ensure decisions are free of discrimination. Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff
- Continued professional development opportunities for all staff
- Senior Leadership Team support to ensure equality of opportunity for all.

## **Equality and the Law**

In 2010, the Equality Act came into force and introduced the term 'protected characteristic' to refer to aspects of a person's identity explicitly protected from discrimination. The action plan at the end of this Equality Plan outlines the actions Wisborough Green Primary School will take to meet the general duties detailed below.

### **Equality Issues in Relation to Race and Culture**

At Wisborough Green Primary, we believe it is important that the children feel proud of their culture, language, religion and skin colour, and respect those of their peers. The books and resources used in our school, such as dolls, jigsaws and cooking equipment, are chosen to show all communities and individuals in a positive light. Festivals and customs associated with cultures are explained and celebrated and the children's ethnic backgrounds and interests used wherever possible in our delivery of our curriculum.

### **Equality Issues in Relation to Religion**

At Wisborough Green Primary, we teach our children/adults to understand and value the religions and religious beliefs and practices of their peers. We visit a variety of places of worship as part of our RE work and we learn songs in a range of other languages to celebrate cultural diversity.

### **Equality Issues in Relation to Children/Adults with Special Educational Needs and Disabilities**

As members of staff, we realise that it is important to identify the needs of children with special educational needs or disabilities at the earliest opportunity so that suitable learning

programmes and strategies can be devised, and the curriculum modified so that that they can be effectively used in meeting the above needs. Individual pupil progress is monitored and assessed regularly, and strategies are modified accordingly to support individual children with learning needs. Close links with the parents/carers of children with special educational needs are maintained and the expertise of our staff and of the relevant outside agencies such as the Educational Psychologists and Speech and Language Therapist, etc. are utilised to assist us in meeting the needs of our children.

We assess our curriculum to ensure it is accessible to pupils with disabilities and seek professional advice and training to support both our teaching and pupil learning. We actively seek advice and support from the LA and access a range of appropriate resources to aid pupils with a disability in their learning. We make reasonable adjustments where possible to ensure children and parents with disabilities can access the school.

### **Equality Issues Relating to Gender and Sexual Orientation**

At Wisborough Green Primary we are aware that in life and in our society many areas have been stereotyped e.g. boys and football, girls and cookery. We provide a curriculum where girls as well as boys have **EQUAL** access to **ALL** areas of the curriculum we offer. Lessons that introduce the concept of stereotyping are a part of our RHE curriculum. Children and adults (for example at times of recruitment for adults) are not discriminated against and recruitment practices are fair and transparent.

### **Community Cohesion**

We involve the community in the following ways:

- We invite and encourage speakers who come from a variety of cultures, and communities to visit our school
- We take children on school trips where they can appreciate the community in which they live, and they can experience and visit places they may not have the opportunity to visit outside school e.g. local places of worship
- 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 Relationships and Sex Education (RSE) but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures

- 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. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the 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 made up 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
- We have developed links with people and groups who have specialist knowledge about characteristics, which helps inform and develop our approach.

## **Consultation**

It is a requirement that this plan's development and its actions have been informed by the input of staff, Governors, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from parents' evening or parent-consultation meetings
- Input from staff or through staff meetings / CPD
- Feedback from the school council, PSHCE lessons
- Issues raised in annual reviews or reviews of progress on Individual Education Plans, mentoring and support
- Feedback from the Governing body.

## **Roles and Responsibilities**

### **The governing board will:**

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents



- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years

Delegate responsibility for monitoring the achievement of the objectives to the Headteacher

- Commit to equal opportunities set out in this plan and continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability
- Ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability

Ensure that the school environment gives access to people with disabilities, and strive to make school communications as inclusive as possible for parents, carers and pupils

- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

➤

**The Headteacher will:**

Promote knowledge and understanding of the equality objectives amongst staff and pupils

Monitor success in achieving the objectives and report back to governors

Implement the school's Equality Plan

Ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations

Ensures that all appointment panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities

Treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

**All staff will:**

- Ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan

- Strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images
- Challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents
- All school staff are expected to have regard to this document and to work to achieve the objectives as set out at the end of this document.

### **Tackling Discrimination**

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

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

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example, during meetings. Where this was discussed during a meeting, it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment. All staff are expected to deal with any discriminatory incidents that may occur. They are expected to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances. Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / Headteacher where necessary. All incidents are reported to the Headteacher, and racist incidents are reported to the governing body and local authority on a termly basis.

What is a discriminatory incident? Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti. A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as 'any incident which is perceived to be racist by the victim or any other person'.

## Review of Progress

Our Governing Body has agreed to the Plan. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a four-year cycle. We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress and take appropriate action to address any gaps.

## Publishing

To meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications

Make sure hard copies are available if required

Make sure this plan is on our website

## Equality Objectives

| Objectives   | Why we have chosen this objective  | Measured by  | Progress milestones   |
|--|--|--|---|
| PROMOTING EQUALITY – To promote cultural understanding and awareness of different religious beliefs, languages, and histories. | <p>The percentage of children who identify as coming from ethnic minorities or have English as an additional language are very small.</p> <p>Children's experience of different backgrounds could be seen as limited</p> | <p>Religious Education Action Plan</p> <p>Languages action plans</p> <p>PSHCE planning</p> <p>Assembly plans</p> <p>Curriculum Plans</p> <p>Children's work</p> <p>Training records</p> <p>Pupil survey results.</p> | <p><u>Jan 2024</u></p> <p><u>By Autumn term 2024, through linking with schools in different areas, our children are enabled to see how other children live across the country and internationally.</u></p> <p>Trips, visits and pen pals are established with other schools. Visitors from diverse backgrounds help the children learn about how other people live.</p> <p><u>Jan 2023</u></p> <p><u>By Autumn term 2023, ensure we have a balanced curriculum which reflects diversity and shows</u></p> |

|  |                                      |  |   |
|--|--------------------------------------|--|---|
|  | <p>in a small rural environment.</p> |  | <p><u>progression opportunities and comparison between different backgrounds.</u></p> <p>Interfaith Day has a whole school focus and is now an established part of Wisborough Green’s curriculum. The History Lead carried out monitoring to ensure diverse histories were being taught throughout the school.</p> <p>The RE Lead carried out monitoring of the RE curriculum.</p> <p>The Leader of Learning and the Head carried out a monitoring framework on diversity and changed the curriculum, where needed, to reflect different background, sexes, languages and beliefs.</p> <p><u>Jan 2022</u><br/> <u>By Autumn Term 2022, all subjects will be clear how cultural understanding, awareness and diversity is taught through their subjects.</u></p> <p>RE Lead monitoring breadth of subject taught<br/> Deputy Head leading one assembly a week which focuses on cultural diversity<br/> Subject Leadership teacher meeting focus</p> <p><u>Jan 2021</u><br/> <u>By Autumn Term 2021, our curriculum will outline how we will teach a broad range of cultures and religions.</u></p> <p>RE Lead has made an assembly diary and suggested assemblies to help teachers resource this. One assembly each week has a focus on a different religious thought, belief, celebration or idea that is fully discussed in class.</p> <p>RE Subject Leader given time for CPD.<br/> Leader of Learning included resources and helped plan for Black History month.<br/> Leader of Learning analysing curriculum and making sure there is diversity of religions, cultures and histories included.</p> |
|--|--------------------------------------|--|---|

|  |                 |  |   |
|--|-----------------|--|---|
| <p>PROMOTING EQUALITY – To monitor and promote the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities, especially students with special educational needs.</p> | <p>As above</p> | <p>Numbers of children given leadership roles<br/>Registers of trips, school clubs<br/>Pupil Premium action plan</p> | <p><u>Jan 2024</u><br/><u>By Autumn 2024, all children from all groups are included in the school councils and have experienced visits, trips and experiences where applicable.</u><br/>Trips, visits and experiences are made affordable due to pupil premium funding.<br/>We continue to monitor a wide spread of children’s groups attending leadership positions.<br/>100% of pupil premium children attend an extra curricula club.,</p> <p><u>Jan 2023</u><br/>A high level of children from different groups continue to be included in all councils. Children with Special Educational Needs are not excluded.<br/>In the democratic roles (82 roles available) the children can have:<br/>Girls represent 50% of the roles.<br/>3 children come from ethnic minorities,<br/>20 are on the SEND register,<br/>1 child is EAL,<br/>8 children are from our disadvantaged group.</p> <p><u>Jan 2022</u><br/><u>By Autumn 2022, children from all groups will continue to be represented in all roles and leadership positions.</u><br/>In the democratic roles (82 roles available) the children can have:<br/>Girls (48%/54%) hold 43 positions<br/>4 children come from ethnic minorities, (4%/9%)<br/>16 are on the SEND register, (16%/22%)<br/>1 child is EAL, (1%/2%)<br/>6 children are from our disadvantaged group (7%/6%)<br/>All children have been involved in our visitor, school day and experiences. (No after school clubs or trips due to COVID)</p> <p><u>Jan 2021</u><br/><u>By Autumn 2021, children from all groups will be represented in all roles and leadership positions.</u><br/>In the democratic roles (82 roles available) the children can have:<br/>Girls (58%/54%) hold 48 positions<br/>5 children come from ethnic minorities, (6%/9%)</p> |
|--|-----------------|--|---|

|   |   |   |   |
|---|---|---|---|
|   |   |   | <p>17 are on the SEND register, (21%/22%)<br/> 1 child is EAL, (1%/2%)<br/> 5 children are from our disadvantaged group (6%/7%)<br/> All children have been involved in our visitor, school day and experiences.<br/> Key:<br/> Percentage of roles<br/> Percentage of that group in the whole school population</p>  |
| <p>PROMOTING EQUALITY –<br/> To close gaps in attainment and achievement between students and all groups of students; especially boys and girls, students eligible for free school meals, students with SEN and disabilities, looked after children and students from different heritage groups</p> | <p>COVID:<br/> Disadvantaged, minority groups and children with SEN have been adversely affected by the lockdown.</p> | <p>Children’s books<br/> Pupil progress data<br/> Individual Learning Plans<br/> Pupil Progress meetings<br/> Assessments</p> | <p><u>Jan 2024</u><br/> By Autumn 2024, all children with SEND, children in receipt of Pupil Premium funding and children from different heritage groups will have made good or better progress from their September base line.<br/> Pupil Premium Champion designated<br/> Catch-up funding has been spent on booster sessions, tests to identify gaps and extra staffing. We have analysed data for all groups of children and acted accordingly.</p> <p><u>Jan 2023</u><br/> By Autumn 2023, all children with SEND will have made good or better progress from their September base line.<br/> We have analysed data for all groups of children and acted accordingly. Whilst children have made progress from their baseline, children with SEND and pupil premium funding still underperform in end of year SATs.</p> <p><u>Jan 2022</u><br/> By Autumn 2022, all children with SEND will have made good or better progress from their September base line.<br/> Catch-up funding has been spent on booster sessions, tests to identify gaps and extra staffing. We have analysed data for all groups of children and acted accordingly.</p> <p><u>Jan 2021</u><br/> By Autumn 2021, children with SEND will have made good or better progress from their September base line.<br/> Catch-up funding has been spent on booster sessions, tests to identify gaps and extra staffing. We have analysed data for all groups of children and acted accordingly.</p> |

|   |  |  |  |
|---|--|--|--|
| <p>FOSTERING GOOD RELATIONS- Continue to foster good relationships between all members of the school community encouraging openness and tolerance by respecting each other's beliefs.</p> | <p>This needs to be developed to ensure equality and tolerance are promoted.</p> | <p>RSE Curriculum, Children's survey CPOMS records Assembly record Newsletters</p> | <p><u>Jan 2024</u><br/> <u>By Autumn 2024, bullying and any physical incidents will be proactively dealt with and be reduced term by term.</u><br/> Behaviour Policy rewritten<br/> Behaviour related training for all school staff<br/> Senior Leadership Team on playground every day to ensure consistency of behaviour management.<br/> Jan 2023<br/> <u>By Autumn 2023, bullying and any physical incidents will be proactively dealt with and be reduced term by term.</u><br/> CPOMS continued<br/> RSE curriculum embedded and monitored<br/> <u>Jan 2022</u><br/> <u>By Autumn 2022, bullying and any physical incidents will be proactively dealt with and be reduced term by term.</u><br/> PSHE curriculum monitored and being taught reactively<br/> CPOMS embedded<br/> Behaviour Policy rewritten<br/> Staff training on behaviour management<br/> Schoolwide training on restorative conversations.<br/> <u>Jan 2021</u><br/> <u>By Autumn 2021, bullying and any physical incidents will be proactively dealt with and be reduced term by term.</u><br/> RSE curriculum rewritten<br/> Positive Behaviour Policy rewritten<br/> CPOMS implemented</p> |
|---|--|--|--|

**Check List for School Staff and Governors**

- Is information collected on race, disability and gender concerning both pupils, staff e.g. pupil achievement, attendance, exclusions, and staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- Does the school take steps to introduce information about religions and cultures that are not represented within the school community, and provide opportunities to meet such people?

- Has our Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does our curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority?
- Are visual displays reflective of the diversity of our school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- Does our school take part in annual events to raise awareness of issues around race, disability and gender?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events, which parents, carers and the community attend, held in an accessible part of the school, and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?