

Westhead Lathom St. James
C.E. Primary School



Equalities Policy

(Including Equalities Information and Objectives)

Last Reviewed Date: Autumn 2019

Next Review Date: Autumn 2023

Issue No	Date	Author/Editor	Revision Notes
1	12/02/2013	A. Albion	New policy adopted to comply with the public sector equality duty (Equality Act 2010)
2	Spring 2016	A.Albion	Policy updated in line with current advice and procedures.
3	Autumn 2018	A.Albion L.Tither	Policy updated in line with LCC guidelines
4	Autumn 2019	H. Clark	New vision and values added.

Mission Statement: Our School Now

Our school provides a secure, caring, stimulating and challenging indoor and outdoor environment that promotes a love of learning. Our children, parents, families, staff, governors and community work together to enable each child to become a happy, healthy, well-balanced individual in preparation for the opportunities, responsibilities and experiences of life.

The ethos of the school is based on the Christian ideals of commitment, responsibility and respect and love for Jesus Christ, self and others. We are committed to working in partnership with all of those involved in our children's development to lead our children towards tolerance, understanding, justice, and sensitivity to the needs of others and appreciation of the world around them.

Our motto "Enjoy, Respect, Learn, Achieve"

Vision Statement: Our Vision for the Future

'A curriculum that is challenging, inspiring and engaging; in which all pupils flourish spiritually, creatively and academically to become confident young people.'

'With God's power working in us, God can do much, much more than anything we can ask or imagine.' Ephesians 3:20 New Century Version (NCV)

Introduction

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfill their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

For staff and prospective staff, this policy should be read in conjunction with the school's Employment Equality Policy.

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

School Context

Westhead Lathom St James' CE Primary School is a small village Primary school and is situated close to Ormskirk, West Lancashire It has just over a hundred pupils on roll, between the ages of 3-11 years.

Approximately 50% of our pupils live in the vicinity of our school. A high proportion of homes are privately owned. There is a small proportion of housing association properties within Westhead.

County data suggest that local birth rates have risen and this has meant that the school is currently oversubscribed in Year R. Generally, cohorts are to full capacity.

A high proportion of our pupils attend a local play group prior to entry. A minority of children attend private nurseries.

The socio-economic backgrounds within the school are mainly white British. We do not have any children who are looked after by the Local Authority and no children who have Child Protection Plans. Some families are being supported by the Best Start Team and others receive support from CAMHS (child & adolescent mental health services). The percentage of pupils known to be eligible for free school meals is below the national average, although our numbers continue to rise. Attendance rates at the school for both authorised and unauthorised absence are below the national average.

There are no specific characteristics or equality and diversity issues which face the school.

Principles

To fulfil our legal obligations, we are guided by a number of principles.

1. All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age
- Whether or not they have a connection with the forces community
- Whether or not English is their first language

2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we note that reasonable adjustments may need to be made to enable full engagement with the curriculum both inside and outside the curriculum
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs
- Religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we note that all have different experiences as a result of our ethnic and racial backgrounds
- Age – we value the diversity in age of staff, parents and carers
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

4. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

5. We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every three years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities.

We will set ourselves new objectives every three years, but keep them under review and report annually on progress towards achieving them.

Application of the principles within this policy statement:

- The principles outlined in the policy statement will be applied and reflected in:
- The delivery of the school curriculum
- The teaching and learning within the school

- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including, but not limited to, prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

NOTES:

All schools must re-publish equality information contained in Appendix A annually.

All schools must review their equality objectives (contained in Appendix B) four years after publication, but are encouraged (in accordance with principle 9) to review progress towards these objectives annually having reference to relevant aspects of the annual equality information.

However, this policy statement should not require such regular review and governors should schedule a cycle of 4 years, coinciding with the review of objectives. However, a shorter cycle may be deemed necessary due to the circumstances of the school or if the annual review of the equality information prompts a shorter cycle.

Equalities Policy Appendix A

Equalities Information

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under 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

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- Parent questionnaires
- Curriculum workshops are open to all parents for key skill areas (Numeracy, Reading, Phonics)
- Whole school assemblies embrace a breadth of cultures
- Weekly open sessions in reception and year One for parents/carers/other relatives
- The school curriculum is designed to enable children to understand and respect diversity
- Staff survey - because of the current composition of the staff by disability, race and gender, the data would not produce any useful information. We continue to monitor this through the limited amount of data which can legally be sought during the recruitment process
- Contact with parents representing pupils with particular protected characteristics
- Strong School Council
- Use of a positive House system.
- Year 5 and 6 Sex education curriculum with parents able to preview material
- Curriculum enhancement through: projects about specific cultures (e.g. China, Africa, Fund raising (Comic and Sports Relief, Children in Need), Shoebox appeal.
- Ongoing International School Status is partly based upon respecting the religions, cultures and rights of others

Pupil Information

- Up-to date information regarding attainment, progress and attendance of all children , including groups of children, can be found at the validated Inspection Dashboard for 2015 which is available via the school web-site.

Staff data

As we have fewer than 150 staff, we are not legally obliged to publish staff information. Because of the small number of staff employed at Westhead Lathom St James' CE Primary School we choose not to publish staff information because of the significant risk of individuals being identified.

Other information

Information	Evidence and commentary
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Governor representation as at November 2018	6 male, 7 female

Qualitative information

The school has published various policies on the school's internet site (www.st-james56.lancsngfl.ac.uk) These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality information on an annual basis.

Equalities Policy Appendix B

Equality Objectives

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under 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

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

Because of the very small proportion of pupils in protected groups (other than gender), we have decided that it is reasonable not to be expected to consult groups other than those which make up our governing body. Our governing body has representatives of staff, parents, local authority and the local community.

Having referred to and analysed our equality information, we have set ourselves the following objective(s):

Objective 1:

To identify ways in which we can enhance the provision in Early Years to encourage more boys to develop their writing.

Objective 2:

To ensure that children who leave KS1 as a year 2 emerging or developing (reader, writer or mathematician), and those who are on the SEN register, make the expected level of progress across KS2.

Objective 3:

To ensure that all children have full access to improved learning outside the classroom through the further development of access to the school field.