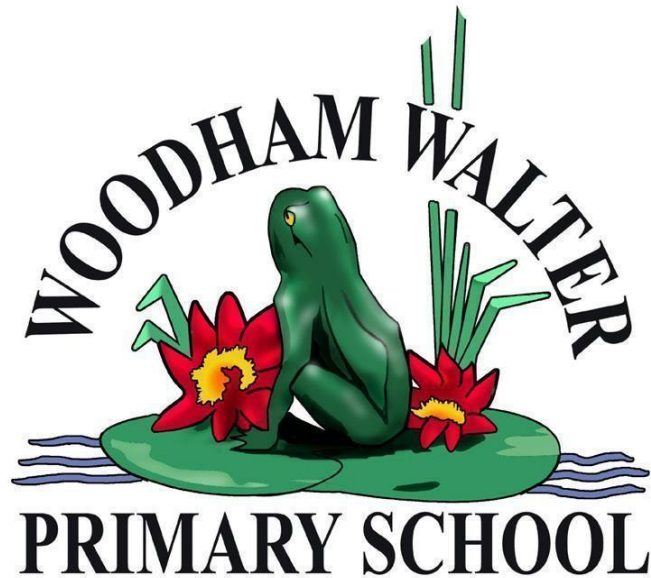


WOODHAM WALTER C OF E (VC) PRIMARY SCHOOL



"To know, value and nurture God's world and one another"

# **Equality Policy**

## **Statements and Objectives (2022-2026)**

**Approved by Governors: May 2023**

**To Be Reviewed: May 2026**

# 1. Policy Statement

a) In accordance with our mission statement 'NURTURING LIFELONG LEARNERS' we pledge:

- to respect the equal rights of all of our pupils;
- to provide educate them about equality; and
- to respect the equal rights of our staff and other members of the school community.

b) We will assess our current school practices and implement all necessary resulting actions in relation to:

- ethnicity,
- religion or belief,
- socio-economic background,
- gender and gender identity,
- disability,
- sexual orientation, and
- age.

c) We will promote and celebrate community cohesion at school, local, national and global levels, comparing our school community to its local and national context and continue to drive community cohesion, taking into account:

- ethnicity,
- religion or belief, and
- socio-economic background.

## 2. 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.

## 3. Roles and Responsibilities

The Governing Body 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, and that they are reviewed and updated at least once every four years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.

The Executive Head Teacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to governors.

All school staff will:

- have regard to this document and,
- work to achieve the objectives as set out in the table below.

## **4. Our Equality Statements - Specific Areas**

We are committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments.

Our school embraces the aim of working together with others to improve children's educational wellbeing and outcomes.

### **4.1 Pupils' Attainment and Progress**

This school expects the highest possible standards for its pupils. Staff have high expectations of all pupils and continually challenge them to reach higher standards.

We recognise and value all forms of achievement. We will monitor and analyse pupil performance by ethnicity, gender, disability and special educational needs and social background. Any disparities which are identified will be addressed through targeted teaching and support.

### **4.2 Teaching and Learning**

Our teaching styles include collaborative learning. All pupils will be encouraged to question, discuss and collaborate in problem solving tasks.

### **4.3 Curriculum**

This school provides an appropriate curriculum for pupils of all backgrounds. We will monitor and evaluate its effectiveness through attainment analysis.

All pupils participate in the National Curriculum set in September 2014 and engage with the schools curriculum.

Extra-curricular activities and special events (e.g - school productions), cater for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture.

### **4.4 Guidance and Support**

We actively promote good personal and community relations and recognise diversity as having a positive role to play within the school.

All staff are expected to foster a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and range of abilities.

## **4.5 Behaviour and Attendance**

Our behaviour policy sets out a clear system of rewards and discipline which all pupils are expected to follow consistently.

Clear procedures are in place so that all forms of bullying and harassment, including racism and harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently and are in line with relevant Essex LA policies and guidance such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies.

This school will take all reasonable steps to prevent the exclusion of a pupil for a reason related to any disability they may have.

## **4.6 Partnerships**

We continue to encourage parental involvement and have strategies to raise participation of under-represented groups of parents and sections of the community. Information and meetings for parents are made accessible for all.

Progress reports to parents/carers are clearly written and free from jargon to encourage parents to participate in their child's education. Where necessary, information will be made available in languages and formats other than English. Parents with a disability or with learning difficulties will be able to access school's information discreetly via the office.

Informal events are designed to include the whole community.

## **4.7 Leadership and Management**

Under the County Admissions criteria steps are taken to ensure the school's admission process is fair and equitable to all pupils, including short-stay Traveller and Refugee pupils and those with English as an additional language.

The school will not discriminate against a disabled pupil in the arrangements it makes for determining admission.

We will admit pupils with already identified special educational needs. Pupils with EHCPs or One Plans will always be admitted unless, through the statutory assessment process, it is demonstrated that the pupil's inclusion would be incompatible with their own efficient education or that of other children.

Comprehensive information about pupils' ethnicity, first language, religion, diet and medical conditions is included in admissions forms.

The school adheres to recruitment and selection procedures which are fair, equitable and in line with statutory duties and Essex County Council guidelines.

The school opposes all forms of racism, homophobia, prejudice and discrimination.

## **4.8 Linguistic Diversity**

We recognise and celebrate the linguistic diversity in British society. We look for opportunities to enrich the curricular experience of all our pupils by:

- highlighting how English has borrowed from other languages
- raising awareness of the similarities and differences between different English and other languages
- acknowledging the difference in syntax with non-spoken forms of English (e.g - British Sign Language).

## 5. Equality Objectives 2022-2026

In accordance with statutory guidance, we set these objectives every four years which are published and shared with the school community. These objectives are reviewed and reported on annually.

Through these objectives, we aim to:

- a) Promote equality of opportunity for all for members of groups with protected characteristics
  
- b) Eliminate unlawful discrimination, harrassment and victimisation, and
  
- c) Foster good relations between different groups in terms of :
  - ethnicity,
  - religion or belief,
  - socio-economic background,
  - gender and gender identity,
  - disability,
  - sexual orientation and
  - age.

They represent a commitment from the school to remain informed, seek advice and pursue equity in order to foster these good relations.

### 5.1 Objectives Schedule

Equality Objectives	Tasks to achieve objective	Timescale/review date	Monitoring/Person responsible.
To continue to develop children’s understanding of the beliefs of others and of a multicultural society	<ul style="list-style-type: none"> <li>● Assemblies are planned that embrace multicultural <b>diversity</b></li> <li>● Sensitively, and where appropriate, speakers are invited into school to talk to the pupils</li> <li>● Review of curriculum to ensure it reflects a commitment to equality and promotes reflect and diversity and that it challenges negative stereotyping</li> <li>● Ensure new reading books purchased reflect</li> </ul>	Annually	HT

	a commitment to equality		
To continue to track all pupils ensuring the progress of vulnerable groups is closely monitored and ensure all governors and teachers are aware of the makeup of the school. Allocating support &/or adapting teaching strategies to address issues where progress is below expected.	Termly Teaching and Learning reports focusing on vulnerable groups  Work scrutiny looking for appropriate level of challenge and scaffolding	Termly  Termly	HT/Assessment Lead/SLT  HT/Subject leads/assessment lead
To ensure all resources planned for in ongoing site development are accessible by all members of our school community and visitors to our school, including those with a physical need.	Annual site walk of H & S Governor  Termly audit of H & S in school	Annually  Termly	HT/H & S Governor  HT/Site manager
To review all Equal Opp' policies (e.g - recruitment)  To ensure all policies, as they are reviewed, are reviewed in line with these equality objectives	Policy review overseen by HT and Clerk to Governors	Annually  As each policy is reviewed	HT and Governors  HT and Governors
To maintain strong relationships with the different partnerships we have established and to look at establishing further links so that children and staff have opportunities to experience the diverse nature of our society.	Continue to work in partnership with the 7 Spires schools and to further develop the working partnership between Woodham Walter, All Saints and East Hanningfield.  Continue to work closely with the Traveller Support service  Maintain community links	Annually and Ongoing	HT
To continue to ensure our behaviour policy ensures that all children feel safe at school and addresses prejudicial bullying	Commitment to TPP training  Child-centred behaviour policy	Annually	HT



## 6. Links with Other Policies

This document links to the following policies:

- [Accessibility plan](#)