



Stockton-on-Tees
BOROUGH COUNCIL

Equality Policy

September 2023



Introduction

Wolviston Primary School is committed to equality.

In this respect:

- We ensure that everyone in school is treated fairly and with respect.
- We recognise that people have different needs and that treating people equally does not always involve treating everyone in exactly the same way.
- We ensure that school is a safe place for everyone.
- We consult with people from different groups and involve them in our decision making.
- We recognise that extra support is needed for some pupils to help them achieve their full potential and be successful.

Article 23

A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. Governments must do all they can to provide free care and assistance to children with a disability.

Article 29

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 30

Every child has the right to learn and use the language, customs and religion of their family whether or not these are shared by the majority of the people in the country where they live

Legislative Framework

We are aware of the current legislative framework.

We welcome our duty under the **Education and Inspection Act 2006** to promote Community Cohesion.

The School is bound by the Public Sector Equality Duty (PSED) of the Equality Act 2010 and the Specific Duty. To comply with this Duty:

- We maintain and publish quantitative and qualitative information showing our compliance with the PSED set out in Clause 149 of the Equality Act, to explain how we have due regard for equality.
- We publish information each year about our school population.
- We formulate and publish specific and measurable objectives, based on our collected and published evidence, which demonstrate how we plan to tackle inequalities and reduce or remove them.
- The objectives we identify, take into account national and local priorities and issues, as appropriate.
- We monitor our equality objectives regularly and report annually on progress towards achieving them.

We aim to make sure that no one experiences less favourable treatment or discrimination because of:

- age
- disability
- ethnicity
- colour or national origin
- gender
- gender identity or reassignment
- their marital or civil partnership status
- being pregnant or having recently had a baby
- religious beliefs
- sexual identity and orientation.

The Act does not cover socio- economic circumstances as a protected characteristic. However, in our school, socio economic circumstances are taken into consideration. We acknowledge the ‘intersectionality’ (Richardson 2013) of economic circumstances and that pupils may have a range of additional characteristics (protected characteristics) which intersect and must be taken into account when measuring the impact of the Pupil Premium Grant.

Wolviston Primary School recognises that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child (UNCRC), The UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998.

We welcome the general principles of UNCRC and have regard, in particular, for the needs of children and young people who are disadvantaged and vulnerable and their parents and carers.

We welcome the emphasis in the OFSTED Framework (2014) on the importance of narrowing the gaps in achievement which may affect particular groups of pupils.

Date approved by the Governing Body: March 2017

The Gender, Race and Disability Equality

Wolviston Primary School already works well with children who have disabilities and ensures, through rigorous tracking, that all genders succeed. We aim to further improve both areas.

Our school serves a predominantly white British intake: our challenge is to provide a curriculum which is rich in opportunities to extend the knowledge and understanding of other cultures in a meaningful way.

Duties

These duties impose broad obligations on public authorities, including schools, to:

- Eliminate discrimination and harassment;
- Have due regard to the promotion of equality and opportunity between persons and other persons;
- Promote positive attitudes;
- Encourage participation by minority and under-served groups in public life;
- Take steps to take account of people’s specific needs even when this requires treating some individuals more favourably than others.
- Conduct impact assessments, and draw up relevant schemes (and publicise them).

The three duties are broadly similar in their approach and aims, however in order to ensure the school is compliant with all, they are detailed overleaf:

The Race Equality Duty

What is Race?

A race is a distinct group or population of people distinguished in some way from others most often in terms of physical characteristics but also language, history, ancestry and culture.

What is the Race Equality Duty?

The duty was detailed in the Race Relations Amendment Act 2000 and includes both a general and specific duty.

The General Duty as set out in section 71(1) of the Act, requires a school in carrying out its functions to have due regard to the need to:

- Eliminate unlawful discrimination
- Promote equality of opportunity
- Promote good relations between different racial groups.

The Specific Duties are set out in articles 2(3) and 2(4) of the Race Relations Act 1976 (Statutory Duties) Order 2001 which states that school should develop a race equality scheme which highlights:

- Those of its functions and policies, or proposed policies, which it has assessed as relevant to its performance of the duty imposed by section 71(1) of the Race Relations Act and its arrangements for:
 - assessing and consulting on the likely impact of its proposed policies on the promotion of race equality
 - Monitoring its policies for any adverse impact on the promotion of race equality
 - Publishing the results of its assessments, consultation and monitoring, providing public access to information
 - Training staff in connection with the duties

The Race Equality Scheme must be reviewed every three years.

What are the key issues for our school?

Due to the very low percentage of children from ethnic groups the school has made a positive move multi-cultural studies for all children. The children are encouraged to learn a modern foreign language. (French) in school and in an after school club.

What impact have we already had on race equality in our school?

Pupils have had the opportunity to experience other cultures, appreciate similarities and differences and value other people's beliefs and understandings.

The school curriculum and children's knowledge is enhanced by participating in a range of experiences through our multi-cultural studies.

We have provided good CPD opportunities for our teachers and an opportunity to share our very good practice, with other teachers across the world.

The Disability Equality Duty

What is Disability?

People are affected by disability or health conditions in different ways. This can happen suddenly, as a result of accidents or strokes for example, or gradually as a result of conditions such as arthritis and multiple sclerosis.

There is often no defining moment when a health issue becomes a disability, at least for the individual concerned. If a condition affects everyday activities, such as

- the ability to move around
- manual dexterity
- physical co-ordination
- continence
- the ability to lift, carry or move ordinary objects
- speech, hearing or eyesight

- memory, or ability to concentrate, learn or understand
- ability to recognise physical danger and has lasted, or is likely to last, at least a year, then it is likely to be covered by the Disability Discrimination Act

There are two approaches to disability commonly used, the Medical Model and the Social Model.

Medical Model

The “medical model” is a traditional model of disability focused on the individual and their particular physical difficulties which prevents them from undertaking everyday activities which non-disabled people take for granted.

The range of social contact for the disabled person where the 'medical model' is applied is illustrated in the diagram overleaf.



Social Model

The “social model” focuses on the social environment and how it causes some people to be disabled. As a result if the organisation of society e.g. stairs to access buildings, lead to disability then it is these things which must be changed. The disabling forces at work where the 'social model' is applied can be seen below:



The School fully supports the Social Model definition of disability. As service providers we must ensure that we do not impose barriers on anyone accessing our services and that we consider the needs of the individual person rather than focusing on any impairment.

What is the Disability Equality Duty?

There are two duties which apply to schools

The **General Duty** requires the school to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life; and
- Take steps to take account of disabled persons’ disabilities, even where that involves treating disabled persons more favourably than other persons.

This general duty provides a framework for the council to carry out their functions more effectively

and to tackle discrimination and its causes in a proactive way. It requires us to adopt a proactive approach, mainstreaming disability equality into all decisions and activities.

The **Specific Duties** require the school to:

- Publish a Disability Equality Scheme demonstrating how it intends to fulfil its general and specific duties.
- Involve disabled people in the development of the scheme which outlines:
 - They way in which disabled people have been involved
 - The school's methods for impact assessment
 - Steps which the authority will take towards achieving the general duty
 - The school's arrangements for gathering information in relation to employment, education and service delivery
 - Deliver the scheme within three years, unless it is unreasonable and impractical to do so

Age, Faith & Belief and Sexual Orientation

"Strong and Prosperous Communities" the recent Local Government White Paper has recognised the importance of community cohesion and valuing all residents to improving quality of life. This is coupled with the ongoing Discrimination Law Review which is considering the introduction of a single public sector equality duty, thus creating a more streamlined equalities structure. Also, the ongoing equalities review has recently reported and identifies the core priorities for local authorities and their partners in terms of promoting equalities. This will enshrine all aspects of equalities into the work of public authorities.

The school is already committed to improving its services and the quality of life for all Stockton residents regardless of their race, gender or disability but also their age, faith and sexual orientation. Further information on age, faith and sexual orientation follows.

Age

The Employment Equality (Age) Regulations 2006 came into force on 1st October 2006. They apply to employment and vocational training, and prohibit unjustified direct and indirect age discrimination, as well as harassment and victimisation on grounds of age.

The regulations (which do not affect the age at which people can claim their state pension):

- ban age discrimination in terms of recruitment, promotion and training.
- ban unjustified retirement ages of below 65.
- remove the current age limit for unfair dismissal and redundancy rights.

They also introduced:

- A right for employees to request working beyond retirement age and a duty on employers to consider that request.
- A new requirement for employers to give at least six months' notice to employees about their intended retirement date so that individuals can plan better for retirement, and be confident that "retirement" is not being used as cover for unfair dismissal.

The School is implementing these regulations through its Human Resources function and employment practices to ensure no current or potential employee experiences discrimination as a result of their age. We are also committed to ensuring that no members of the school community face any such discrimination in all aspects of their lives and has equal access to all the services provided by the School.

Faith & Belief

As a result of the Employment Equality (Religion or belief) Regulations (2003), it is unlawful to discriminate against an employee on grounds of their religion or belief. These regulations prevent both the indirect and direct discrimination as well as harassment and victimisation of an individual and have been implemented throughout the school.

In the wider community, the school has tended to consider race and faith together. Work will continue within the school to further develop understanding of the issues and consideration given to how best

to address any faith based discrimination identified. Also we will work to further develop our understanding of the issues surrounding belief. Appropriate actions for faith and belief will be developed through the implementation of this scheme.

Sexual Orientation

Gay men, lesbians and bisexuals are protected at work by the Employment Equality (Sexual Orientation) Regulations of 2003, which in a similar way as faith regulations, prevent discrimination and harassment at work as a result of sexual orientation. The school has implemented these regulations and works to ensure no discrimination takes place amongst its workforce. The school is committed to creating a community where everyone has equal access to its services and feel accepted and valued. We are a Stonewall Champion School.

The School

Wolviston Primary School is a smaller than average Local Authority maintained village school. The school serves a mainly socially and economically advantaged area although pupils are drawn from a wide area beyond Wolviston Village.

The school is well below the national average for percentages of pupils with SEN and for percentage of pupils from ethnic groups.

Most pupils are of White British heritage, and the proportion of pupils from minority ethnic backgrounds (8.8%) is well below average (National 31.4%). Very few children speak English as an additional language (1.8%) (National = 20.1%) (See 2016 Annual Review Profile). Statistically they are not significant within cohorts and therefore comparison between groups is difficult.

- The number of pupils registered as having Special Educational Needs (7.9%) is lower than national averages (13.4%) (See 2016 Annual Review Profile).
- The proportion of disadvantaged pupils (FSM, LAC, ever 6) is (8.8%) is slightly below the LA average (30.2%) (See 2016 Annual Review Profile).
- Absence (including persistent absence) is 2.7% and is below national and local averages.
- In February 2014, Ofsted judged our school to be 'outstanding'.

Participation in

Out of School Learning (including supplementary schools) - none

School Trips – all pupils are encouraged to participate in visits during the school day. A voluntary contribution may be requested from parents to support school with the costs of the visit. Each visit is considered independently in terms of pupil participation. No child would be individually prejudiced against attending a visit. Every effort is made by staff to ensure that all pupils attend visits.

Extended School Activities – all pupils are encouraged to participate in extended school activities. The Pupil Premium Grant may be used to support pupils' access to after school clubs and Residential Visits.

Parents' Evenings – all parents are encouraged to attend Parents' Evenings. We actively seek to include all parents in their child's education and where we know details of separated parents, we ensure that we communicate school activities etc.

Incidents

Prejudice Driven Behaviour - We maintain records of prejudice driven behaviour and incidents.

Staff Training

Our school ensures that staff are supported through continual professional development to position our school well for the equality and diversity agenda. Our school ensures that staff are supported through continual professional development to position our school well for the equality and diversity agenda. All staff have Safeguarding training regularly. Teaching Assistants all have First Aid training regularly. All new staff have Induction through team leaders, SLT and induction handbooks. Senior staff Designated Officer Training for Child Protection, Designated Officer for LAC, Health and Safety management, Emergency planning.

Relevant Policies

Policies pertinent to equality and diversity are regularly reviewed.

Curriculum Adjustments

In our school, focused attention is paid to the needs of specific groups of pupils, for example: Summer born EYFS and KS1 pupils, FSM Ever 6 and SEN. There is extra provision for certain groups and individuals as appropriate.

In our school there is curriculum coverage of equalities issues, particularly with regard to: racism, bullying prevention, and e-safety.

There are activities across the curriculum that promote pupils' spiritual, moral, social and cultural development. These include: assemblies, visits, themed weeks, individual or series of lessons, and group work.

The school takes part in certain national projects and award schemes, for example charity fundraising (e.g. NSPCC, Food Bank Stockton, Children in Need, Comic and Sport Relief) and the children run a Fairtrade Tuck shop once a fortnight.

In curriculum materials across all subjects, there are positive images of children and adults. Staff try to ensure that various groups are represented and not discriminated against.

Reasonable Adjustments and Auxiliary Aids

The principles of equality of opportunity and positive action have distinctive implications for disability equality, particularly in relation to the concept of reasonable adjustment and the provision of auxiliary aids and services.

Our school has a duty to make reasonable adjustments.

If provision/ practice puts a disabled pupil at a disadvantage in comparison to other pupils, our school will provide an auxiliary aid or service for that pupil to alleviate that disadvantage if it would be reasonable to do so.

Decisions to make reasonable adjustments and for the provision of auxiliary aids will be made in consultation with our parents/ carers/.

How we have developed our Scheme

When developing this equality scheme, our school has ensured that we have engaged with those who have a legitimate interest, including staff, parents/carers, pupils, local groups and appropriate external agencies. This consultation has sought to ensure that we understand the barriers faced by different people from different social identity backgrounds and understand the best ways to overcome such barriers.

Mechanisms for involvement

At Wolviston Primary School, the following mechanisms will ensure the views of pupils inform the Equality Scheme and objectives:

- School Council
- Focus groups of pupils meet with staff for self-evaluation activities. Such groups always include a broad and balanced mix of pupils from different groups
- Individual interviews with pupils involved in incidents of a discriminatory nature
- Individual interviews with pupils experiencing reasonable adjustments
- Pupil engagement in auditing provision
- Pupil involvement in policy creation

At Wolviston Primary School the following mechanisms will ensure the views of staff inform the Equality Scheme and objectives:

- Regular staff meetings with specific agenda items
- Individual discussions with staff as a part of performance management and appraisal

At Wolviston Primary School, the following mechanisms will ensure the views of parents and the community inform the Equality Scheme and objectives:

The following text to be inserted into communication with parents when the children first start school: “Your support for your child’s education is crucial to their progress. Please tell us if there are any adjustments we need to make to help you support your child, for example: letters in large font; letters in different languages; wheelchair access; explaining things over the phone; a discussion with a school colleague of the same gender or involvement of an interpreter.”

- Feedback through Governing Body meetings
- Feedback from adults using the school beyond the school day
- Parent Consultation Meetings

The school’s objectives will focus on developing the involvement of pupils, staff and parents from different social identity backgrounds over the four years of this Scheme. We will consider varying the times, methods and the venues for this involvement to ensure the best possible attendance and to ensure views can be heard.

Roles and Responsibilities for Implementing the Equality Policy

The Head Teacher will:

- ensure that staff and parents are informed about the Single Equality Scheme
- ensure that the scheme is implemented effectively
- manage any day-to-day issues arising from the scheme whether for pupils or for the school as an employee
- ensure staff have access to training which helps to implement the scheme
- liaise with external agencies regarding the scheme so that the school’s actions are in line with the best advice available
- monitor the scheme and report to the Governing Body at least annually, on the effectiveness of the scheme
- ensure that the SLT are kept up to date with any development affecting the policy/action plan arising from the scheme
- provide appropriate support and monitoring for any pupils to whom the scheme has direct relevance, with assistance from relevant agencies.
- ensure CPD is inclusive of all staff and includes equality matters.
- ensure recruitment, selection and promotion of all staff (teaching, support and administrative), reflects fair and safer recruitment procedures.

- ensure that the voice of all stakeholders including parent/carer voice, pupil voice and staff voice is taken into account when making decisions.

The Governing Body will:

- designate a governor with specific responsibility for the Single Equality Scheme
- establish that the action plans arising from the scheme are part of the SIP
- support the head teacher in implementing any actions necessary
- inform and consult with parents about the scheme
- evaluate and review this scheme every four years

Parents/Carers will:

- have access to the scheme
- be encouraged to support the scheme
- have the opportunity to attend any relevant meetings/awareness raising sessions related to the scheme
- have the right to be informed of any incident related to this scheme which could directly affect their child

School Staff will:

- accept that this is a whole school issue and support the Equality policy
- be aware of the Single Equality Scheme and how it relates to them
- make known any queries or training requirements

Visitors will:

- Visitors and contractors are responsible for complying with the school's Equality Scheme – non-compliance will be dealt with by the Head Teacher.

Action Plans

Appendix 1: Equality Objectives Action Plan Objective 1: Ensure that the attainment and progress of disadvantaged pupils are similar to or improving in relation to those of other pupils nationally and in the school (Objective 4.1b SIP)

Aligned to protected characteristics (list protected characteristics):

What helped us arrive at this objective (consultation with stakeholders):

Tracking systems for attainment and progress. Individual Pupil Progress. Data analysis

Action	How?	When?	Who?	Cost	Success Criteria	Monitored
Data analysis	Use D of L to track achievement of pupils and identify where extra support is required.	On-going	Teachers	None	Support is directed because gaps between groups or individuals have been identified early.	SH School Improvement committee
Intervention	Early support in class and at home Use PP to purchase resources for use in class or in intervention group. Use PP to provide intervention programmes.	On-going	Teachers Parents SH	None	Gaps between groups or individuals close. Every child attains to their best ability. Resources are available to support pupils.	SH, JW School Improvement committee

Objective: Ensure that the learning of groups of pupils, particularly those who are disabled, those who have special needs, disadvantaged pupils and the most able, is at least good. (Objective 2.2, 2.3, 5.2 SIP)

Aligned to protected characteristics (list protected characteristics):

What helped us arrive at this objective (consultation with stakeholders):

Tracking systems for attainment and progress, and data analysis

Self-evaluation activities including lesson observations, work and planning scrutiny

Intervention Programme reviews and data tracking

Action	How?	When?	Who?	Cost	Success Criteria	Monitored
Data analysis	Monitor achievement and progress of groups of pupils using D of L	Termly	SH	None	Gaps between groups or individuals are identified early.	SH School Improvement committee
Intervention	Provide additional support for pupils causing concern – Wave 1. Provide intervention for pupils causing significant concern – Wave 2 and 3.	On-going Half Termly	Teachers SH	None	Gaps close. Every child attains their best Resources are available to all	SH School Improvement committee