



## Equality Policy and objectives Wincle CE Primary School



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# Wincle C of E Primary School Equality Duty and Objectives

## Version control

Date updated:	Brief summary of changes:
February 2022	The whole policy has been re-written in line with the school's review on equality and diversity. The teaching and learning subcommittee instrumented a change in policy at the autumn 2021 meeting.

## Our school's vision:

***Wincle School creates an enriching and outstanding rural education, nurturing the whole individual: body, mind and soul, inspiring rounded, happy, courageous children who exhibit a passion for learning, a confident faith, a loving concern for community and an inclusive respect for all.***

We encourage our pupils to 'Shine like Stars' (Philippians 2:15) and to do this run with the following acronym:

<b>S</b>	Service	<p>★ No act of kindness, no matter how small, is ever wasted." Aesop</p> <p>★ We would like our pupils to have the confidence to know that they can make a difference: have <b>hope</b> for the future.</p> <p>★ We encourage our pupils to challenge injustice and inequality</p>
<b>T</b>	Theology	<p>★ Our principles are founded on the truth that we are loved by the Father, Saved by the Son and Sanctified by the Holy Spirit.</p> <p>★ We want to ignite passion and curiosity for learning, providing an exciting curriculum to inspire all learners to be the best they can be.</p>
<b>A</b>	Attitude	<p>★ We encourage our pupils to show integrity</p> <p>★ We would like our pupils to have the courage to fight for what is important</p> <p>★ When things are challenging, we would like our pupils to display <b>perseverance</b> and not give up.</p> <p>★ Learn from yesterday, live for today, hope for tomorrow" Albert Einstein</p>
<b>R</b>	Relationships	<p>★ We nurture the whole individual: body, mind and soul</p> <p>★ We encourage the pupils to <b>respect</b> every living creature and show compassion.</p> <p>★ We would like our children to treat other people as they would like to be treated following Jesus' example. We are all unique</p> <p>★ We help all children build trusting relationships</p>
<b>S</b>	Shine like stars	<p>★ Clothe yourselves with <b>compassion</b>, kindness, <b>humility</b>, gentleness and patience.' (Colossians 3:12)</p> <p>★ "I am the Light of the world; he who follows Me will not walk in the darkness, but will have the Light of life." (John 8:12)</p> <p>★ We would like our pupils to shine in their behaviour, attitudes, relationships and learning.</p>

**At Wincle C of E Primary School, we welcome our duties under the Equality Act 2010. The school's general duties, with regards to equality are:**

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any pupil, prospective pupil, or other member of the school community because of their:

- \* Gender.
- \* Race.
- \* Disability.
- \* Religion or belief.
- \* Sexual orientation.
- \* Gender reassignment.
- \* Pregnancy or maternity.

**Wincle C of E Primary School** aims to promote pupils' spiritual, moral, social, and cultural development, with special emphasis on promoting equality, diversity and eradicating prejudicial

incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

### **Aims to eradicate discrimination**

**Wincle C of E Primary School** believes that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and the benefits it can have.
- Adopting an inclusive attitude.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.

We are committed to having a balanced and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination, and instead promotes inclusive attitudes. We will also respect the right of parents to withdraw their children from classes which pose conflicts to their own beliefs.

### **Dealing with prejudice**

**Wincle C of E Primary School** does not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, through a **thorough reporting procedure**, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

At **Wincle C of E Primary School**, our pupils are taught to be:

- Understanding of others.
- Celebratory of cultural diversity.
- Eager to reach their full potential.
- Inclusive.
- Aware of what constitutes discriminatory behaviour.

The school's employees will not:

- Discriminate against any member of the school.
- Treat other members of the school unfairly.

The school's employee's will:

- Promote diversity equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.

## **Racial Equality**

It is the right of all our pupils to receive the best education the school can provide, with access to all educational activities. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will act immediately to prevent any repetition of the incident and record it in the Racist Incident Log Book.

We promote an understanding of different cultures through the topics studied by the children, through participation in special events, and we reflect this in the displays of work shown around the school. Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. In the religious education curriculum, the children study the importance of religious festivals in the major world religions. Should anyone at our school be a victim of racism, we will support that person in overcoming any difficulties they may have.

## **Disability Non-discrimination**

Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. The school fully meets the requirements of the amended Disability Discrimination Act that came into effect in September 2002. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.

The school is committed to providing an environment that allows disabled children full access to all areas of learning.

Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment.

## **Gender Equality**

We recognise that nationally, the achievement of boys is falling behind that of girls. We are committed to seeing all individuals and groups of pupils making the best progress possible in our school.

We have put in place a number of measures to raise the achievement of the boys. These include:

- dealing with negative aspects of boys' behaviour, including bullying and name calling;
- removing gender bias from our resources;
- making sure that our displays reflect boys and men as effective learners and achievers;
- encouraging boys to read fiction.

We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to performance. We also seek to ensure that policies designed to improve the boys' attainment do not do so at the expense of achievement by the girls.

## **Equality and dignity in the workplace.**

Winkle C of E Primary school does not discriminate in any way against the following protected characteristics.

- Age.,
- Disability.
- Gender reassignment.
- Marital or civil partner status.
- Pregnancy or maternity.
- Race, colour, nationality, ethnic or national origin.
- Religion or belief.
- Sex or sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community.

The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities. Compliance with the duties in this section may involve treating some persons more favourably than others: but that is not to be taken as permitting conduct that would otherwise be prohibited by the relevant legislation.

All staff members are obliged to act in accordance with the school's various policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

### **The Role of Governors**

The Governing Body ensures the school complies with all equality and diversity legislation.

The Governing Body has set out its commitment to equal opportunities in this policy statement, and it will continue to ensure that all members of the school community are treated fairly and with equality.

The Governing Body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The Governors take all reasonable steps to ensure that the school environment gives access to people with disabilities.

The Governing Body will make arrangements for disabled pupils.

The Governors welcome all applications to join the school, whatever background or disability a child may have.

The Governing Body ensures that no child is discriminated against whilst in our school on account of their sex, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion affects the school uniform, then the school will deal with each case sensitively and with respect for the child's cultural traditions.

### **The Role of the Headteacher**

It is the Headteacher's role to implement the school's Equal Opportunities Policy and is supported by the governing body in so doing.

It is the Headteacher's role to ensure that all staff are aware of the school policy on Equal Opportunities, and that teachers apply these guidelines fairly in all situations.

The Headteacher ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.

The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people in all aspects of school life, for example, in the assembly, where respect for other people is a regular theme, and in displays shown around the school.

The Headteacher treats all incidents of unfair treatment and any racist incidents seriously and investigates all allegations thoroughly.

### **The Role of the Class Teacher and Support Staff**

The class teacher and support staff ensure that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.

When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.

When designing our schemes of work, we use the National Curriculum document, QCA guidelines and this policy to guide us, both in our choice of topics to study, and in how to approach sensitive

issues. So, for example, history topics in our school include examples of the significant contributions women have made to developments in this country's history.

All our teachers and support staff challenge any incidents of prejudice or racism. Any incidents are brought to the attention of the Headteacher, investigated and recorded in the Racist Incident Log Book.

### **Equality Objectives:**

At Winkle C of E Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set ourselves the following objectives:

Objective 1: To monitor termly and analyse pupil achievement by race, gender and special educational need or disability and act on any trends or patterns in the data that require additional support for pupils.

Trends to be reported at each point to the teaching and learning committee.

Objective 2: To raise levels of attainment in core subjects for vulnerable learners. For vulnerable learners to achieve national average levels in Reading, Writing and Maths.

Objective 3: To raise levels of parental and pupil engagement in learning and school life, across all activities including regular attendance to ensure equity and fairness in access and engagement.  
100% engagement (in some form) relating to pupil progress between staff and parents  
75% vulnerable learner family attendance at family learning events

To be reviewed annually by the governing body in the autumn term.

To be monitored by the assessment lead for data trends (objective 1).

To be monitored by the SENCo with a focus on the progress of SEN pupils (objective 2).

To be monitored by the Pupil Premium lead with a focus on vulnerable groups (objective 2).

To be monitored by the Headteacher for parental engagement and attendance (objective 3)

