

WCEJS Equality Policy

We aim to be the school of choice for our community.

Through living our Christian values, everyone at WCEJS have the opportunity to flourish.

We nurture the curiosity to learn, the courage to lead and the compassion to care.

Building solid foundations (Matthew 7: 24-27)

Reflection

Respect

Resilience

Responsibility

School statement on equality

Every person in our school community has been made in the image of God and is loved unconditionally by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community. Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socioeconomic background, academic ability, disability, sexual orientation or gender identity. We are committed to promoting the understanding of the principles and practices of equality – treating all members of our school community as individuals, according to their needs, with an awareness of our diverse society and appreciating the value of difference. We actively seek to challenge discrimination and we promote an anti-bullying stance which makes clear the unacceptability of racist, disablist and homophobic, biphobic and transphobic bullying and language.

1. Legal framework

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, gender reassignment, race, religion, sex and sexual orientation. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

2. Guiding principles

Equality is not about benefiting some people at the expense of others - equality benefits everyone. In an effort to ensure that marginalised groups are given equal opportunity this policy will prioritise the following groups:

- Disabled persons - we follow the social model of disability which means that we understand that the barriers to disabled persons securing equality are due to the physical environment and people's attitudes. Disabled people include those with physical and sensory impairment (difficulties), learning disabilities, mental illness, long term illness all of which are substantial.
- With regard to age, our focus is on older persons (over 60) and younger people
- With regard to race equality we accept the definition of a racist incident based on recommendation 12 of the Report of the Stephen Lawrence Enquiry: 'A racist incident is any incident which is perceived to be racist by the victim or any other person'.
- With regard to sexual orientation we refer to the LGBT community i.e. lesbians, gay, bisexual and transgender people.
- With regard to religion we actively support the rights of all to practice their belief /non-beliefs equally.

3. Development of the policy

The Headteacher and the Equalities, Diversity and Cohesion Governor lead the planning and development of this policy. They will make use of surveys in order to receive feedback from our community. We also seek guidance from external organisations, such as advisors from Buckinghamshire County Council and the Oxford Diocese Board of Education. We will communicate the views of the policy writers to staff, governors and parents. The scheme and associated objectives will be published on the school website and communicated to the community as part of our compliance with the Equality Duty.

4. Links to other policies and documentation

We ensure that the principles listed above apply to all of our policies and practice including those that are concerned with:

- Pupils' progress, attainment and achievement
- Behaviour and Antibullying
- Curriculum, Teaching and Learning
- SMSC and RHSE
- Admissions and attendance

5. Our actions to: eliminate discrimination, harassment and victimisation; advance equality of opportunity between different groups; foster good relations

i) Learning and Teaching

We want our children to flourish. To do this, teaching and learning will:

- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Ensure that there are opportunities to learn about equalities, diversity, human rights and inclusion, within RHSE, across the curriculum and as part of the wider curriculum;
- Use learning materials that reflect diversity within society in terms of age, race, gender, ability, faith, ethnicity, social condition, cultural background and sexual orientation, without stereotyping and emphasise the benefits of having diverse communities, neighbourhoods, schools and groups;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures and to identify shared interests among members of different social groups and categories.
- Promote positive attitudes and explore strategies that actively challenge discriminatory behaviour;
- Seek to involve all parents in supporting their child's education;
- Provide educational visits and extra-curricular activities that promote diversity;
- Ensure that the organisation of learning does not disadvantage or discriminate;
- Challenge assumptions and expectations about specific lifestyles or identities of certain persons and groups;

ii) Personal development and pastoral support

At Wendover CE Juniors:

- All staff take account of disability needs, gender, religious and ethnic differences and the experience and needs of particular groups such as Gypsy Roma and Traveller, refugee and asylum seeker pupils;
- We remove unlawful distinctions, exclusions, restrictions or preferences that have the purpose or effect of limiting equal access to goods, facilities and services;
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore where appropriate restorative work is done to ensure that the actions do not occur again;
- Positive role models are used to ensure that different groups of pupils see themselves reflected in the school community;
- All pupils develop communication, delegation, motivation and supervision skills, particularly those who come from vulnerable, excluded or deprived backgrounds.

iii) curriculum

At our school, we:

- Ensure that each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes;
- Provide pupils with opportunities to explore concepts and issues relating to identity and equality, including interaction with people from different backgrounds, lifestyles and identities;
- Take steps to ensure that all pupils have access to mainstream curriculum through considering their cultural / lifestyle backgrounds and their linguistic needs;
- Foster social bonding (intra-group relations) and social bridging (inter-group relations) among pupils, staff, parents, carers and families.

iv) Staff recruitment and professional development

We ensure that:

- All posts are advertised formally and are open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice throughout the recruitment and selection process;
- Opportunities for professional development is monitored on equality grounds;
- Equalities policies and practices are covered in all staff induction;
- Training and updates for staff, teachers and governors are provided.

v) Partnerships with parents and communities

Wendover CE Junior School strives to ensure that:

- All parents/carers are encouraged to participate in the life of the school;
- We strengthen partnerships with other schools to share good practice, exchange information and foster multi-cultural, multi-geographical and multi-generational activities;
- Members of the local community regularly join in school activities e.g. school fair, Gypsy, Roma and Traveller month celebrations, Black history month celebrations, Eid celebrations, harvest festival etc.

- We survey parents regularly about our provision, particularly where this relates to equality;
- Strengthen links with local community groups, and those further afield, in order to support them through fundraising and to develop our understanding of equality and diversity.

vi) Positive Action

The Governing Body recognises that the avoidance of discrimination is not sufficient to ensure that equality exists in the school. The Governing Body will therefore give full consideration to measures of positive action which may assist in achieving the aims of this policy. This is action designed to encourage or facilitate the employment or training of minority or disadvantaged groups. The Governing Body will not discriminate in favour of individuals from specific groups (positive discrimination), but it will take positive action which enables members of those groups to compete on an equal basis. Positive action measures may include:

- encouraging applications from specific groups which are under-represented in the school encouraging people with disabilities to apply for posts
- advertisements which encourage applications from individuals of a particular sexual orientation, or religion or belief, but make it clear that selection will be on merit
- flexible working – promoting the use of job shares and flexible working where operational factors make this possible
- language/literacy training
- supporting training measure for under-represented groups
- assistance with applications for candidates with language problems
- provision of childcare facilities or support with the costs of childcare facilities for staff
- exploring the possibility of career breaks for women to assist with family commitments
- commitments to interviewing disabled people who meet the basic criteria for the post
- encouraging staff to become representatives of trade unions/associations

vii) Harassment and grievance procedures

Harassment has the effect of destroying dignity and undermining the confidence of employees. It can take many forms including physical contact, bullying, threatening or ignoring someone. It can be a series of offensive remarks or a single incident. It can be behaviour that staff find offensive even if not directed at them or harassment because of perception or association. The Governing Body is committed to the principles of dignity at work for all its staff in the school. This includes the right to be treated with respect by all managers and colleagues. The Governing Body will consider any acts of harassment including those on the grounds of age, disability, gender reassignment, marital status and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation, as totally unacceptable and outside the ethos and culture of the school. Any such act by a member of staff against any adult or child will be treated as a disciplinary offence, and action taken accordingly. The school has procedures to resolve grievances and for the handling of complaints of harassment and bullying at work. The Governing Body is committed to investigate any such complaint. These procedures will be followed carefully and promptly in response to any such complaint. The first point of contact for any such complaint should be the Chair of Governors. In addition, staff have the right to approach their professional association or trade union representative for support.

6. Disseminating the policy

We ensure that this policy is shared with staff and governors, parents and carers and, as appropriate, to all pupils. This policy, our equality objectives and data are all available on our school website.

7. Roles and responsibilities

The Governing Body is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's Equalities and Cohesion objective is maintained, updated regularly and published on the school's website
- That procedures and strategies related to the Policy are implemented;
- The named Equality Governor will monitor, on behalf of the governing body, all discriminatory / prejudiced-based incidents and ensure that appropriate action is taken in relation to all said incidents.

The Headteacher and Senior Management are responsible for:

- Along with the Governing body, providing leadership and vision in respect of equality and diversity;
- Overseeing the implementation of the Equalities and Cohesion Policy;
- Co-ordinating the activities related to equality and diversity;
- Ensuring that all who enter the school are aware of, and comply with, the Equalities and Cohesion Policy
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment or discrimination against any persons because of their age, sexuality or religion, gender, belief / non belief.
- Supporting parents to become involved in their children's education.

- Considering and overcoming barriers to parents' involvement (i.e. work commitments, non-resident parents, and lone parents).

All Staff are responsible for:

- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Not discriminating on grounds of race, disability, or other equality characteristics;
- Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority.

All Parents/Carers are responsible for:

- Their children's education;
- Being aware of, and complying with, the Equalities and Cohesion Policy;
- Positively influencing their children's expectations about education as well as their attitudes and behaviour towards other pupils, staff and senior management including the Governors;
- Understanding the ethos of the school and becoming involved in school life (i.e. open days, extended services, parents' councils, informal discussions with staff, parent evenings).

All Pupils are responsible for:

- Being aware of and complying with the Equalities and Cohesion Policy at an age appropriate level;
- Not discriminating on grounds of race sexual orientation, religion, belief or non-belief, gender; or other equality characteristics;
- Reporting any racist incident or act of discrimination in which they were directly or indirectly involved either in or out of school;
- Understanding, valuing and celebrating diversity;
- Challenging stereotypes, and prejudices.
- Treating others as their equals.

8. Staff development and training

We ensure that all staff, including support staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

9. Breaches of the policy

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

10. Monitoring and evaluation

We have a rolling programme for reviewing our school policies. When policies are reviewed in future, governors will endeavour to ensure that due regard is given to the promotion of all aspects of equality within each policy. We regularly review the impact of our policies on the needs, entitlements and outcomes for pupils, staff and parents from the equality strands referred to in this policy. We pay specific attention to the impact that our policies have on the progress of pupils from different groups.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Exclusions;
- Incidents of racism, disability, sexual harassment and all forms of bullying;
- Parental involvement.

Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our strategic plan, in order to make the necessary improvements.

Date of Last review: September 2022

Headteacher signed:

Date:

Chair of governors signed: