



WINGRAVE

Church of England School

Believe • Achieve • Enjoy

Equality Policy

Adopted by the GB at the meeting of the Curriculum, Community & Pupil Committee

Date of meeting: 24th November 2022

Minute number: 13

Signed by: Katie Parfoot (Chair of committee)

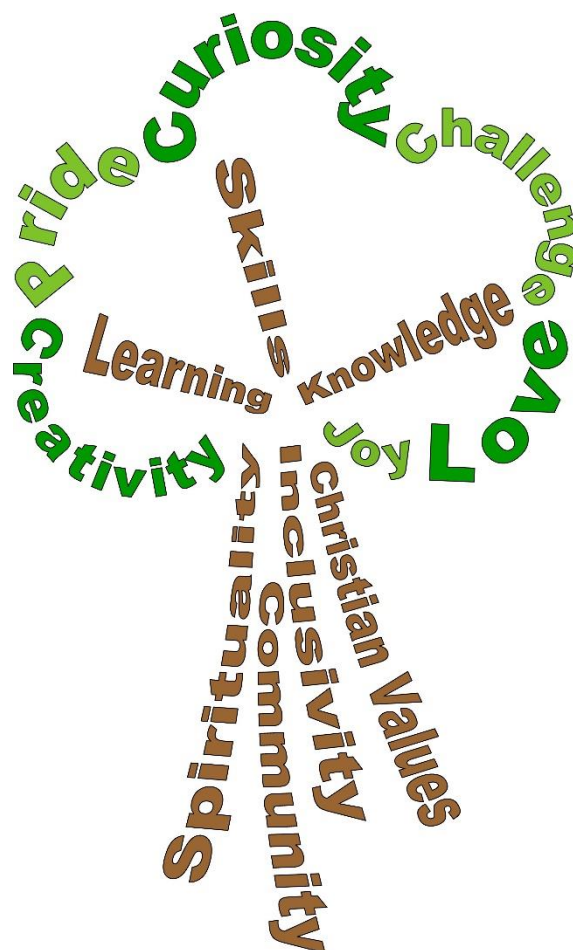
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Reviewed by	MT	Review Cycle	1	Legally Required	✓	Website	✓
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The Equalities Policy includes our duties on Race, Gender and Disability

Introduction

As reflected in our vision, at Wingrave Church of England Combined School we aim to provide an inclusive environment where everyone experiences the joy of learning. We believe community cohesion is a core part of school life which we aim to embed across the whole curriculum. Within community cohesion we refer to Faith; Social Economic factors and Ethnicity & Culture.



We recognise that within our school we have a small variety of faith backgrounds and limited cultural diversity. In addition there are limited different socio/economic groups. However we want our children to value and appreciate the rich and culturally diverse society in which they will live, develop a strong sense of common values, integrate actively with learners from other groups and be respectful of others differences thus contributing to the promotion of equalities and elimination of prejudice and discrimination.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Equality

Equality is the principle of equal treatment and opportunities for all people irrespective of their gender, ethnicity, disability, religious belief/ non-belief, sexual orientation, age, gender re assignment, marriage or civil partnership and pregnancy or maternity status. At Wingrave Church of England Combined School we promote equality of opportunities where strong and

Equality Policy

positive relationships, built on respect, exist and continue to be developed. Equality is the principle of equal treatment for all people irrespective of their faith, cultural background or ethnicity or socio economic background. Equality of opportunity at Wingrave Church of England Combined School is about providing equality and excellence for all in order to promote the highest possible standards of achievement.

Diversity

At Wingrave Church of England Combined School we recognise that we live in a diverse society. We strive to create a sense of belonging for all our children where the diversity of people's backgrounds and circumstances is appreciated and valued. Diversity is the acceptance that we are all different but we are all equal. Diversity focuses on valuing and celebrating the strengths in people's differences. We aim to meet the diverse needs of all children to ensure inclusion for all and that all are prepared for full participation in a diverse society.

Community Cohesion

Community cohesion is to have common vision and civic pride, valued and celebrated diversity, clear rights and responsibilities, equal life chances for all and strong relations between different communities. Community cohesion addresses a wide range of potential social divisions including faith, ethnicity and culture and social economic factors.

We value the individuality of all our pupils. We are committed to giving all our pupils every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate peer on peer abuse, bullying and harassment of any kind. We actively tackle discrimination against those with a disability, racial discrimination including discrimination based on religion or belief / non-belief, sexual (orientation) harassment and discrimination, gender re-assignment, pregnancy or maternity, breastfeeding discrimination and promote equal opportunities and good relations between and amongst all. We aim to ensure that the school promotes the individuality of all our pupils, irrespective of ethnicity, sexual orientation, disability, gender, gender re-assignment, religion, belief / non-belief or background. We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist. Based on this our schools admissions policy is equally open to pupils of all groups.

Within the context of the school we aim to positively transform individual and shared circumstances, perceptions, attitudes and relations. We aim to reflect the diversity of our local community and society and ensure that the education we offer reduces the chances of social divisions and parallel lives by recognising, celebrating and valuing different backgrounds, lifestyles and identities, fostering positive attitudes to all people.

We believe that these commitments are as important in the context of a school with limited ethnic diversity as well as in a school with a diverse population whatever that diversity may be.

Current Profile of the School

Wingrave Church of England Combined School is situated in a rural area of Buckinghamshire approximately six miles from Aylesbury. The village of Wingrave is mainly middle class with pockets of more prosperous and less prosperous families.

The school attracts pupils from within its catchment area and also from villages outside its catchment area such as Aylesbury Town, Wing and Berton.

Currently (Oct 2021), the school comprises of 89 girls and 104 boys. The composition of the school is predominately White British – however this is no longer a required/reported statistic. The remaining children come from a range of ethnic backgrounds including 4.2%

Equality Policy

EAL. The school has 2 children with a physical disability. 12.4% of children are eligible for Pupil Premium support and free school meals.

The staff is primarily represented by white British ethnic group. The Governing body is also predominately white British.

Legislative Context

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 LGBTQ community i.e. lesbian, gay, bisexual and transgender people.

With regard to religion we actively support the rights of all to practice their belief /non beliefs equally.

Aims

At Wingrave Church of England Combined School we endeavour to provide a well ordered, stimulating and safe environment in which learning can flourish and every child has the opportunity to fulfil their potential. We seek to promote Community Cohesion by:

- Ensuring that all pupils have equality of opportunity to achieve according to their full capabilities, regardless of their faith, cultural or ethnic background or social economic background.
- Promoting positive attitudes towards life in a multi-cultural, multi-ethnic and multi-faith society and celebrating diversity;
- Raising awareness of key groups: Travellers, Refugee and Asylum Seekers, Black history.
- Establishing a close partnership with parents and the local community, with sensitivity and openness to the experiences, aspirations and perspectives of those of a minority background.
- Developing children's understanding of the need to tackle injustice and inequality as a Global citizen.
- To comply with the Code of Practice for the Commission for Racial Equality and Equal Opportunities Commission and not commit an offence under the Equalities Act 2010.

Objectives

Knowledge and Understanding

Social justice and equality

- Understanding of inequality and injustice within and between societies.
- Knowledge of basic human needs and rights and of responsibilities as Global Citizens

Peace and conflict

Equality Policy

- Understanding of historical and present day conflicts and conflict mediation and prevention

Globalisation and interdependence

- Knowledge about the world and its affairs; the links between countries, power relationships and different political systems.
- An understanding of the complexities of global issues.

Diversity

- Understanding of diversity within societies and how the lives of others can enrich our own.
- Knowledge of the nature of prejudice towards diversity and how it can be combated.

Skills

Critical Thinking

- Ability to assess viewpoints and information in an open minded and critical way and to be able to change one's opinion, challenge one's own assumptions and make ethical judgment as a result.
- Ability to challenge injustice and inequalities
- Ability to recognise injustice and inequality in whatever forms it is met and to select appropriate action.
- Ability to argue effectively
- Ability to find out information and to present an informed persuasive argument.

Co-operative and conflict resolution

- Ability to share and work with others effectively to analyse conflicts objectively and to find resolutions acceptable to all sides

Respect for people and things

- Ability to take care of things – animate and inanimate and respond to the needs of others
- Ability to make choices and recognise the consequences of choices.

Values and Attitudes

Empathy

- Sensitivity to the feelings, needs and lives of others in the world.
- A sense of common humanity and common needs and rights.
- A capacity for compassion
- Embracing cultural differences

Sense of identity and self esteem

- A feeling of one's own value and individuality

Belief that people can make a difference

- A realisation that individuals can act to improve situations and a desire to participate and take action

Value and respect for diversity

- Appreciation that everyone is different but equal and that we can learn from each other

Commitment to social justice and equity

- An interest in and concern about global issues;
- Commitment to fairness and readiness to work for a more just world.

Responsibility for the Policy

The Governing Body is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community
- The school's Equality Policy is maintained and updated regularly
- That procedures and strategies related to the policy are implemented
- The named Equality Governor will monitor, on behalf of the governing body, all racist incidents and ensure that appropriate action is taken in relation to all said incidents.

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, whenever possible, applications from specific groups which are under-represented in the school
- encouraging, whenever possible, people with disabilities to apply for posts
- advertisements which encourage, whenever possible applications from individuals of a particular sexual orientation, or religion or belief, but make it clear that selection will be on merit
- flexible working, whenever possible, – 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, if appropriate.
- assistance with applications for candidates with language problems, who meet basic criteria
- commitments to interviewing disabled people who meet the basic criteria for the post
- encouraging staff to become representatives of trade unions/associations

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. No employee will receive less favourable treatment.

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 Headteacher. In addition, staff have the right to approach their professional association or trade union representative for support.

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 Equality Policy
- Co-ordinating the activities related to equality and diversity
- Ensuring that all who enter the school are aware of, and comply with, the Equality 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, 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 issues
- Treating complaints appropriately
- 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 Equality 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, informal discussions with staff, parent evenings)

All Children are responsible for:

- Being aware of and complying with the Equality Policy
- Not discriminating on grounds of race sexual orientation, religion, belief or non-belief, gender; or other equality issues
- 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.

Eliminating discrimination, promoting equality and celebrating diversity

Learning and Teaching

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Create an environment where all children can contribute fully and feel valued
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect diversity within society in terms of age, race, gender, ability, faith, ethnicity, social condition, cultural background and sexual orientation, without stereotyping
- Develop learning materials and activities that emphasise benefits of having diverse communities, neighbourhoods, schools and groups

Equality Policy

- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures through the support of outside speakers
- Promote attitudes and values that will challenge discriminatory behaviour
- Strengthen individual and collective skills to deal with change across time and space
- Provide opportunities for pupils to identify shared interests among members of different social groups and categories
- Use a range of sensitive teaching strategies when teaching about different cultural traditions
- Develop pupils awareness so that they can detect bias and challenge discrimination; Promoting a critical approach to texts so that children understand that language is never neutral or impartial
- Ensure that the PSHCE curriculum (and associated Jigsaw resources) covers issues of equalities, diversity, human rights and inclusion
- Promote and celebrate the contribution of different ethnic groups to the subject matter in all subject departments, where appropriate
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extra-curricular activities that reflect all pupil groupings
- Take account of the performance of all pupils when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of pupils
- Provide an environment promoting diversity which is rich with artefacts, books, posters, dolls, puppets
- Increase achievement of all pupils in English, Maths, Science and ICT across all stages
- Reduce direct, indirect and institutional discrimination
- Reduce group segregation, disproportion and under/over representation
- Emphasise interconnectedness and interdependence of society members at local, regional, national and global levels
- Challenge negative stereotypes and prejudices about leadership/membership to certain groups in relation to specific persons and groups
- Challenge assumptions and expectations about specific lifestyles or identities of certain persons and groups

Personal Development and Pastoral Guidance

- Pastoral support takes 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
- Remove unlawful distinctions, exclusions, restrictions or preferences that have the purpose or effect of limiting equal access to goods, facilities and services
- All children/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 action is taken to ensure that the actions do not occur again
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community, affirming children's personal, faith and cultural identities
- All children develop communication, delegation, motivation and supervision skills, particularly those who come from vulnerable, excluded or deprived backgrounds

Curriculum

- Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes towards equality and diversity with opportunities used within the curriculum to tackle racism, bias, stereotyping and prejudice and celebrate equality, justice and respect
- Pupils will have opportunities to explore concepts and issues relating to identity and equality. exploring differences and similarities within and across different groups

- All steps are taken to ensure that all pupils have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all pupils, their linguistic needs and their learning styles
- Provide reasonable means for children to have meaningful interaction with people from different backgrounds, lifestyles and identities
- Provide opportunities to recognise similarities while appreciating, respecting and valuing differences across and between groups, using the curriculum, assemblies and circle time to promote human rights as well as global developments affected by political, social, historical and economic factors
- Provide opportunities across the curriculum to emphasise the contributions and achievements of people from diverse faith, ethnic, cultural and social economic backgrounds
- Challenge perceptions among majority groups about special treatment of minority groups.
- Challenge cultural, geographical or generational boundaries of the “community”
- Utilise food, arts, sports and PE as a means to foster participation, engagement, empowerment and consultation and develop an awareness of different foods and customs within our promotion of healthy eating and special days and celebrations
- Use quality texts written by members of different ethnic and cultural groups
- Utilise case studies to emphasise successful relations among members of different groups, areas, neighbourhoods, nations and countries
- Increase awareness about rights and responsibilities of pupils, their parents and carers as community members, regardless of migratory status and/or nationality
- Emphasise multiple dimensions of equality (opportunities, access, treatment, participation and outcome)
- Remove barriers to access, participation, progression, attainment and achievement

Staff Recruitment and Professional Development

- All posts are advertised formally and 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
- Steps are taken to encourage people from underrepresented groups to apply for positions at all levels of the school
- Access to opportunities for professional development is monitored on equality grounds
- Equalities policies and practices are covered in all staff induction (All supply staff are made aware of equalities policies and practices)
- Facilitate training for staff, teachers, governors and head teachers on community cohesion
- Reduce direct, indirect and institutional discrimination with regards to staff recruitment, training and retention
- If possible or reasonable the workforce at all levels reflects local, regional and national diversity in terms of age, race, gender, ability, faith, ethnicity, social condition, cultural background and sexual orientation

Partnerships with Parents/Carers and Communities

- All parents/carers are encouraged to participate at all levels in the full life of the school
- We will, as a school, establish and 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, worship in church, open afternoons, special events, class assemblies, concerts and productions etc.

Equality Policy

- The school has a role to play in supporting new and settled communities
- Establish links with community groups and organisations to increase range of activities and services they can offer
- Establish links with community groups and organisations to share good practice and grassroots knowledge
- Emphasise equal contribution to society of members from different backgrounds with various lifestyles and identities
- Involve community members in activities that reflect similarities across heterogeneous groups and differences within homogeneous groups
- Foster positive relationships between and within groups of pupils, workers, staff, parents, carers and families
- Facilitate meaningful interaction between and within members of different groups
- Establish and strengthen effective approaches to monitor, evaluate, manage and prevent conflict

Monitoring and Reviewing

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 attainment 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.

School performance information is compared to national data and Local Authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

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

- Suspensions/Exclusions
- Incidents of racism, 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.

Impact Assessments and how this policy relates to other school policies

We ensure that the commitments embodied in our mission statement for equality apply to the full range of our policies and practices, especially those concerned with:

- Equal opportunities
- Pupils' progress attainment and assessment
- Behaviour discipline and exclusions
- Pupils. personal development and pastoral care
- Teaching and learning
- Induction
- Admissions and attendance

Equality Policy

- The curriculum
- All subjects
- Teaching and learning
- Staff recruitment and retention
- Governor /staff training and professional development
- Partnerships with parents/carers and communities
- Visits and visitors