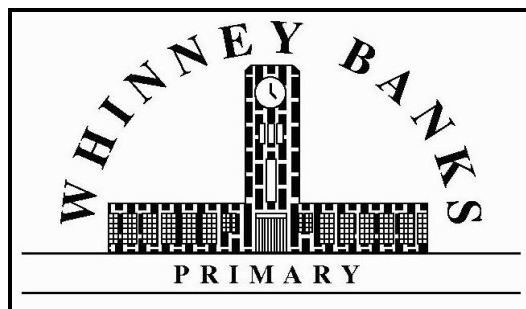


Equality Information and Objectives

Whinney Banks Primary School



Adopted By: Whinney Banks Primary School

Date: January 2022

Review Date	Type of Review	Comments
08.01.2023	Statutory	The Equality Act 2010 effect of ECJ (European Court Justice); indirect discrimination, maternity, paternity, breast feeding, public statements, equal pay, Ofsted's objectives, recruitment processes
07.01.2024	Statutory	The Equality Act 2010 amended January 2024 to preserve as detailed above
08.01.2025		

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1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- › Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- › Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- › Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

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

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Roles and responsibilities

The governing board 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;
- › Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years;
- › Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the head teacher.

The 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 staff will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils;
- Support the head teacher in identifying any staff training needs, and deliver training as necessary.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. All members of the school community have a responsibility for supporting the equality and cohesion agendas.

Equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientations, age, socio-economic background or any other recognised area of discrimination. We see this as being closely linked and contributing to our responsibilities for promoting community cohesion.

The school will not permit gender, race, colour, disability or socio-economic background to be used as criteria for opportunities, admissions or appointments. Although, as a school, Whinney Banks Primary cannot eradicate inequalities in society, we will endeavour to provide genuine equality of educational opportunity and experience in all aspects of its activities with all stakeholders, with one of the key the outcomes being greater community cohesion.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff Recruitment & Professional Development

- We seek to achieve a balanced workforce.
- All advertising materials will avoid stereotyping.
- Applications for jobs are encouraged from all members of the community.
- Staff responsible for recruitment and selection are aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process.
- Conditions of employment are non-discriminatory, e.g. when dealing with maternity/paternity leave, religious holiday, part time employees and compassionate leave.
- We will ensure that selection criteria and procedures are frequently reviewed to ensure that individuals are selected, promoted and treated on the basis of their relative merits and abilities.
- All teaching and non-teaching posts are not sex-specific. Both men and women are encouraged to teach all age groups and within each Key Stage. All staff have equal access to in-service training and the right to apply for posts of responsibility.
- We undertake to encourage the career development and aspirations of all individuals.

Harassment and Bullying

The school will challenge discriminatory behaviour and bullying, including prejudice-related bullying (See links to other policies below)

e.g.

- Unwanted attention (verbal or physical).
- Unwelcome or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, sexuality or gender.

We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have;
- Taking steps to meet the particular needs of people who have a particular characteristic;
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies).

In fulfilling this aspect of the duty, the school will:

- Ensure similar life opportunities are available to all;
- Continue to develop strong and positive relationships in the workplace, schools and in the wider community;
- At Whinney Banks Primary School there are consistently high expectations of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

To secure the desired outcomes we recognise:

- The need to keep the above principle in mind at all times;
- That teacher enthusiasm, understanding and knowledge (especially of how learning works) is a vital factor in achieving a high level of motivation and good outcomes from all pupils;
- The need for adults in the school to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- That a high priority should be placed on the quality of provision for SEND by carefully assessed and administered programmes of work. (See SEND policy);
- The need to encourage all parents / carers to participate in the life of the school;
- The need to maintain and develop links and partnerships beyond the immediate school community.

Teaching and Learning (See also: Teaching & Learning Policy)

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

- Keep the above principle in mind at all times;
- Have high expectations of pupils regardless of age, gender, race, ability or social background;
- Provide good classroom practices that ensure equal availability and access to teacher, resources and equipment;
- Provide targeted support to those identified as at risk in various ways;
- Recognise that children's self-perception can be influenced by their environment and so we aim to enhance our children's self-esteem and self-confidence by working positively to reduce any gender bias and promoting equality of opportunity;
- Choose resources across the curriculum carefully so as to avoid sexual stereotypes and gender bias;
- Encourage children to work and play with others regardless of gender, race or ability;
- Promote attitudes and values that will challenge discriminatory behavior;
- Provide an appropriate PHSCE curriculum based on SEAL and materials developed within school;
- Provide educational visits and extra-curricular activities that involve all pupil grouping;
- Use a range of teaching methods throughout the school to ensure that effective learning takes place at all stages for all pupils;
- Encourage all pupils to be actively involved in their own learning;
- Provide equal access to all physical activities from an early age e.g. girls playing football, boys playing netball and mixed teams wherever possible;
- Provide opportunities for pupils to appreciate their own and other cultures and religions.

Reporting in October 2015, OFSTED made the following judgement on teaching and learning in Whinney Banks.

*The quality of teaching is consistently strong throughout the school.
Observations and scrutiny of pupils' work confirm that teachers and teaching assistants have high expectations of all pupils, and plan lessons and activities to engage and fully enthuse their pupils in all aspects of learning.*

In addition, we recognise that it is important at Whinney Banks Primary School that all members of the school community use appropriate language which does not support stereotyping, is supportive of minority groupings and creates the conditions for all people to develop their self-esteem.

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures;
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute;
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community;
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. All pupils are encouraged to participate in the school's activities, such as sports clubs;

- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays;
- Is accessible to pupils with disabilities;
- Has equivalent facilities for boys and girls.

The school will:

- Ensure quality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect a range of faith and cultural backgrounds without stereotyping;
- Promote attitudes and values that will challenge discriminatory behavior;
- Provide opportunity for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures;
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions;
- Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and advocacy;
- Ensure that the PHSE and Citizenship curriculum cover issues of equalities, diversity, religion, human rights and inclusion.

8. Equality objectives

Objective 1: All learners are of equal value

We see all learners and potential learners as of equal value:

- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation, national origin or national status;
- whichever their gender;
- whatever their socio-economic background.

Objective 2: We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made;
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognized;
- gender, so that the different needs and experiences of girls and boys, women and men are recognized;
- socio-economic background so that opportunities can be subsidised wherever necessary and possible.

Objective 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people;
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, socio-economic background;
- an absence of prejudice-related bullying and incidents;
- mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment.

Objective 4: Staff recruitment, retention and development

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation, national origin, national status, marriage or civil partnership, pregnancy, maternity, gender;
- Whichever their gender or age.

Objective 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people;
- people of different ethnic, cultural and religious and socio-economic backgrounds;
- girls and boys, women and men.

Principle 6: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled;
- people of a wide range of ethnic, cultural, religious and socio-economic backgrounds;
- both women and men, girls and boys.

9. Monitoring arrangements

We regularly monitor and review our policies and practices and their impact on pupils, staff and parents.

We make regular assessments of pupil's 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 in order to identify causes for concern about pupil performance and well being so that appropriate action can be taken. This includes monitoring of:

- Behaviour
- Name calling
- Exclusion
- Attendance
- Incidents of racism
- Bullying
- Parental involvement
- Parental complaints

We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents (e.g. racial incidents) at our school and how they were dealt with.

10 Links to other policies

This policy should be read alongside other school policies including those for Behaviour, Racial Incidents, Bullying, Staff recruitment, Workplace Bullying and Harassment etc.