

EQUALITY POLICY & EQUALITY OBJECTIVES



WHARTON CHURCH OF ENGLAND PRIMARY SCHOOL

Introduction

At Wharton CE Primary School we believe that all children should be guaranteed equal access to a broad and balanced curriculum regardless of gender, sexual orientation, race, culture, religion, social class, disability, or special educational need.

Our mission statement as a church school states that:

Our School is an inclusive Christian community, committed to building futures for all children.

A safe environment where everyone is valued, we nurture strong relationships underpinned by our Christian values and we champion children to be the best they can be, empowering all to aim high and achieve their potential.

Our church school strives to instill wisdom alongside knowledge and skill, to educate with real hope and aspiration for the future, and to promote a sense of community and living well together with dignity and respect.

Both children and adults should expect to be treated fairly, and as a church school experience life in all its fullness and to flourish.

Aims of this policy

This policy aims

- To provide an environment in which all our children/adults feel comfortable and at ease about their gender, sexual orientation, race, culture, religion, social class, disability, special educational need and/or background
- To instill in our children a tolerance, understanding and respect of all cultures, faiths, disabilities and ways of life and living
- To nurture cultural, religious and linguistic diversity
- To be aware of and support positively the languages and dialects spoken by our children and the adults in the school and at home
- To ensure programs of work cater for the individual needs of our children and that the curriculum is modified appropriately whenever appropriate
- To ensure that the needs of children with additional needs, including gifted children are catered for – and those of adults to ensure members of the senior leadership team are made aware of any issues which contravene the policy in order that the Head, or the assistant head teacher, can tackle the issue appropriately.

Regulations

Equality and diversity issues are integral in all we do. Everyone in the school knows that, if they think/feel that they are being treated unfairly and they think it may be to do with their gender, sexual orientation, race, religion, social class, disability or special educational need, they should say so, and they should expect this to be investigated and that any issues that emerge to be addressed.

Public bodies, including local-authority maintained schools, are covered by the public sector equality duty in the Equality Act 2010 and the Equality Act (Specific Duties) Regulations 2011.

At Wharton CE Primary School we take this obligation very seriously and ensure that all our pupils can take part

as fully as possible in every aspect of school life. We identify any barriers to learning that children may have and then work to overcome these so that each child can fulfil their potential.

Although the governing body and the Head Teacher are ultimately responsible for ensuring that discrimination doesn't occur, **ALL** employees have a responsibility to carry out their duties in accordance with this policy and work within statutory requirements.

Our Approach

1. All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, economic background, national origin or national status, whatever their gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
2. We recognize, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face in relation to background, disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength which should be respected and celebrated by all those who learn, work and visit here.
3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees in all aspects of their work, including recruitment and promotion, and in continuing professional development.
6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential.
7. We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups raises standards across the whole school.

We want all our children to:

1. Experience a broad and balanced curriculum
2. Develop lively, enquiring minds and a love of learning
3. Have high self-esteem
4. Work with independence
5. Value and care for others
6. Be successful
7. Have their achievements celebrated
8. Feel safe
9. Become good citizens
10. Become positive contributors to their community
11. Care for the environment
12. Be self-disciplined and courteous
13. Be tolerant and respectful of others

We want all our staff to:

1. Continue raising our high standards of teaching and learning
2. Develop professionally
3. Feel valued and supported
4. Be successful
5. Have job satisfaction
6. Enjoy and healthy work-life balance

We want all our parents/carers to:

1. Feel welcomed by our school and school staff
2. Work in partnership with our staff
3. Be well informed by clear communications

We want all our Governors to:

1. Work as friends and partners of our school
2. Know the school and the school staff well
3. Offer constructive advice
4. Promote the school in the wider community

We want the wider community to:

1. Develop good relations with our School
2. Broaden our horizons and challenge our thinking

Our Objectives

Equality Objective	Action to be taken	Impact of action
To remove the barriers to learning for pupils with SEND and ensure that their progress is in line with other children	<ul style="list-style-type: none"> - Careful tracking of attainment and progress for pupils with SEND - Target appropriate intervention at those pupils - Create individual education plans and involve parents in their implementation - Provide SENDCO support and training for appropriate staff - Ensure reasonable adjustments are in place for children with SEND - Provide auxiliary aids and services to disabled pupils where it is reasonable to do so to alleviate disadvantage 	<ul style="list-style-type: none"> - SEND children continue to make progress that is in line with, or better than, their peers - Children with SEND can access the curriculum as fully as they are able - Children with SEND fulfil their potential

<p>To continue to promote understanding and respect for diversity</p>	<ul style="list-style-type: none"> - Ensure school policies and procedures promote equality of opportunity - Ensure all staff are aware of our responsibility with regards to the equality act - Ensure our school curriculum promotes tolerance of all groups - To facilitate the introduction to, and understanding of, other religions and cultures by our children - To continue the implementation of our new PSHCE curriculum across the school 	<ul style="list-style-type: none"> - Children are aware of a range of religions and cultures. - The children celebrate diversity and are tolerant to other religions, cultures and groups of people within society.
<p>To monitor assessment data at regular intervals to ensure that children are not being disadvantaged by belonging to a protected group *</p>	<ul style="list-style-type: none"> - Careful tracking of attainment and progress for pupils with the “protected characteristics” - Ensure reasonable adjustments are in place for these children - Where appropriate, work with outside agencies to achieve the best progress for our children 	<ul style="list-style-type: none"> - Children identified as needing additional support make progress that is in line with, or better than, their peers. - Children can fully access the curriculum.

* The Equality Act covers the same groups that were protected by existing equality legislation – age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. These are called the “Protected characteristics”.

Signed: _____ **Headteacher** Date: _____

Signed: _____ **Governors** Date: _____