



## **Windrush CofE Primary School** **Equality Policy**

### **Commitment to Equalities**

Windrush CofE Primary School welcomes our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

### **Aims**

Windrush CofE Primary School is committed to actively promoting equal entitlement in every aspect of its activities and to eradicating all forms of discrimination.

- We aim to value all children as an individual and encourage each child to establish areas in which they can succeed.
- We acknowledge that everyone in life is not the same but we all have the right to be accepted.
- We encourage everyone to work alongside each other in a harmonious and supportive way.
- We aim to be an inclusive site where everyone is welcomed and accepted into our community.
- We aim for a consistent approach to the children in all aspects of their learning, coupled with open communication with parents.

### **Vision**

Windrush Cof E Primary School values and supports all of its members as individuals. It is a happy, welcoming and safe environment which promotes learning and self-confidence.

We are a school:

- Where children from all cultures and faiths thrive, learning skills and behaviours that will guide them their whole lives.
- That underpins teaching, learning and daily school life with Christian Values.
- Where all children from every background have the very best that the school community can give them so that they are challenged and inspired to achieve their full potential.
- A school that encourages work and play across the age range so that children and staff know everyone in the school community.
- A school that is a key member of our local community.

The school recognises that they have a duty to others to ensure that all groups prosper including:

- Boys and girls, men and women
- All minority ethnic groups
- Pupils, families, staff and others with -
  - different religions or beliefs

- with special educational needs
- with a range of disabilities
- Children who are 'looked after' and their carers
- Children or staff who are gay, lesbian, or transgender
- Pupils or staff undergoing gender reassignment
- Pupils or staff who are pregnant or have recently given birth

The School analyses the achievements of all pupils throughout the year reflecting on any individual education plans; PLevels and Age Related Standards. The data is analysed in respect of their identified gender, SEN, ethnicity and whether they are entitled to the pupil premium.

Our Governing Body works with the school to ensure that we identify barriers to learning and participation in the school's cultures, policies and practices, and plan actions to remove or minimise them. This process includes paying attention to the National Curriculum to ensure equality of access and opportunity. We believe that it is the responsibility of every member of staff to remove barriers to learning for disabled pupils.

Equality Policy	
	<b>The school has identified the following strategies that are specifically designed to address those issues</b>
<b>1</b>	<b>Establishing, maintaining and developing a school culture and ethos</b> Windrush School will be an inclusive school which demonstrates equal opportunities for all its pupils. Our Vision and ethos reflect this and we will review our Vision and Ethos and our practice and policies regularly to ensure the school reflects this in every area of school life.
<b>2</b>	<b>Preventing and dealing effectively with bullying and harassment</b> We recognise that the groups covered in this policy may be more vulnerable to bullying and harassment. Please see Anti Bullying Policy.
<b>3</b>	<b>Listening to pupils, staff, parents and others</b> Windrush will have a school council. The members are elected on an annual basis and the election is open to all pupils in our school. The views of parents are sought annually via a parent questionnaire and through discussions at review meetings for their children. Staff are encouraged to participate in reviewing and setting priorities for the School Development Plan. Appraisal meetings offer times to discuss any areas for members of staff.
<b>4.</b>	<b>Equalising opportunities</b>  We will ensure our extra curricular activities and any trips and visitors are affordable for the majority of families. We will take into account families' income and personal financial circumstances when charging for extra curricular activities, trips and visitors. We will make use of our Pupil premium funding to support families who are unable to afford such events. Good use can also be made of the Witney Educational Foundation to support families in affording residential and other trips.

	<p>School uniform is affordable and parents can access second-hand uniform. Again, we will support parents to pay for this using our pupil premium funding if necessary.</p>
<p><b>5</b></p>	<p><b>Informing and involving parents and carers</b></p> <p>Progress reports to parents are accessible to ensure that all parents have the opportunity to participate in the dialogue. They are also encouraged to participate at all levels in the full life of the school.</p> <p>The school takes positive action to encourage involvement and participation of under-represented groups of parents and sections of the community.</p> <p>Information for parents is easily accessible in user-friendly language and is available electronically and paper copies.</p> <p>Parental involvement is monitored to ensure the participation of all groups. Informal events are designed to include the whole community and at times may target particular groups according to needs identified through data analysis.</p> <p>The school's premises and facilities are available and accessible for use by all groups within the community.</p> <p>Our main form of communication with parents and carers is the weekly newsletter, emailed out every Friday of term time and paper copies available for those parents without access to the Internet. Other forms of regular communication include briefings for parents at the start of the school year, curriculum information termly, two parents evenings a year, two written reports a year, workshops on different topics, invites to class and school assemblies, open mornings. The school operates an open door policy.</p> <ul style="list-style-type: none"> <li>● Parents are also welcome to arrange an appointment to meet with the class teacher. If a teacher or member of the Senior Leadership Team [SLT] has any concerns or queries then they will contact parents directly.</li> <li>● Parents are encouraged to be actively involved in their child's education.</li> <li>● Parents are also invited to join us for some coffee mornings as well as to share some key events e.g. Harvest Festival, Christmas Production, Sports Day, Leavers Assembly. In addition we will have various fundraising events when parents and families are welcomed. Key information is shared with parents via the website and in newsletters. We also have a parentmail system in place for those parents who wish to receive information in this way.</li> <li>● Responses from our annual parent questionnaires help us to formulate our School Development priorities.</li> <li>● If there are any concerns with regards to the education we are offering or any other aspect of the school, then we encourage families to contact the class teacher in the first instance, but if this is not appropriate then the SLT class line manager is always available for arranged appointments. A copy of the school's Complaints Policy will be available on the website.</li> <li>● We will hold a transition evening for parents and pupils moving to Year 7.</li> </ul>
<p><b>6</b></p>	<p><b>Welcoming new pupils and helping them to settle in effectively</b></p> <p>Parents of all children starting school are invited to a formal meeting with staff, in the term prior to the child starting. Home visits are made within the first couple of weeks. Tours of the school are offered with the Headteacher. Parents of children joining the school mid-year are invited to meet the Headteacher and have a tour of the school.</p>

<p><b>8</b></p>	<p><b>Supporting learners with the full range of learning needs (see also Access for SEND pupils below)</b> The school works hard to treat all pupils as individuals and ensure that their individual learning needs are met. The school publishes its SEN Policy and annual SEN report on its website. When they are required, additional learning resources are put in place for pupils who may be absent from school due to medical needs. Staff are trained to support the needs of individual pupils as required.</p>
<p><b>9</b></p>	<p><b>Making the school accessible to all (see also Access for SEND pupils below)</b> Our site is a purpose built environment to meet the needs of children with a range of disabilities. The school is all on the ground floor with wide corridors and disabled toilet facilities. There is wheelchair access to the school and the internal floors are all on the same level, making it suitable for wheelchair users. Our SEN resource unit will include a sensory area which enables pupils to have a safe space for emotional regulation. Some information within the school, and on display, is accessible to all pupils with the use of symbols.</p>
<p><b>10</b></p>	<p><b>Ensuring fair and equal treatment for pupils</b> The school has a regular cycle of review for all its policies. The review is led by the SLT, Governors and involves staff. Through this review the schools can monitor equality for all.  The school has a comprehensive Behaviour Policy that is understood, agreed and followed by all staff.  The school follows its PSHE (Personal, Social and Health Education) and SRE (Sex and Relationships Education) curriculums ensuring equality related to the expression of religious belief and same sex relationships is conveyed responsibly and sensitively.</p>
<p><b>11.</b></p>	<p><b>Ensuring fair and equal treatment for staff and others</b>  The school has a regular cycle of review for all its policies. The review is led by the SLT, Governors and involves staff. Through this review the school can monitor equality for all.  The school adheres to recruitment, selection and retention procedures, which are fair, equal, and in line with statutory duties.  The skills of all staff, including support and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge. Staff handbooks and continuing professional development opportunities are available to support their practice in relation to this policy.  Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.</p>
<p><b>12</b></p>	<p><b>Encourage participation of under-represented groups</b></p>

	The school actively encourages all families to be involved in the school in whichever way they can, both formally and informally.
<b>13</b>	<b>Other</b> The school recognises its continuing duty to treat former pupils fairly and equally in relation to the provision of references and access to 'old pupils' communications and activities.
<b>14</b>	<b>Monitoring and Evaluating the policy</b> Recognising that the strength of this policy depends upon ensuring that everyone is actively implementing it and that gaps and the need for further development will arise from effective evaluation.  This policy will be reviewed every 2 years unless there are concerns regarding Equality, when the Policy will be reviewed within a term.
	<b>Reporting duties</b> There is a requirement to: <ul style="list-style-type: none"> <li>- Publish information to demonstrate compliance with the three aims of the Equality Duty within all our functions and to do this at least annually</li> <li>- Set and publish equality objectives, at least every four years.</li> </ul> To achieve the specific duties, we will collect and analyse data related to the protected characteristics to determine our focus for the equality objectives.  We will ensure that the information we publish and the equality objectives that we set are easily accessible for people. In addition to publishing them electronically on our website, we will consider making them available in other formats. We will also consider whether the information is provided in a way which makes it easy for everyone to understand and use.  Note: Schools will not be constrained to take action which is unnecessary or unproductive to avoid placing unnecessary burdens on them. The reporting should be proportionate to the size and work of the school. <ul style="list-style-type: none"> <li>- Publish information to demonstrate compliance with the three aims of the Equality Duty within all our functions and to do this at least annually</li> <li>- Set and publish equality objectives, at least every four years.</li> </ul> To achieve the specific duties, we will collect and analyse data related to the protected characteristics to determine our focus for the equality objectives.  We will ensure that the information we publish and the equality objectives that we set are easily accessible for people. In addition to publishing them electronically on our website, we will consider making them available in other formats. We will also consider whether the information is provided in a way which makes it easy for everyone to understand and use.  Note: Schools will not be constrained to take action which is unnecessary or unproductive to avoid placing unnecessary burdens on them. The reporting should be proportionate to the size and work of the school.

