

WOOD FOLD PRIMARY SCHOOL EQUALITY POLICY

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Next review (date):	September 2024

1. Introductory statement

At Wood Fold Primary School, in accordance with our mission statement, ethos and aims, which outlines our values and moral purpose:

Our aim is to facilitate children's learning in a nurturing, encouraging and respectful community. We use high quality texts to drive a broad and balanced curriculum that is aspirational for all. We place excellence at the heart of everything that we do and develop in our children, not only the desire to learn, but resilience when faced with a challenge, pride in themselves and their work and good relationships with others. We help each child to find the self-esteem and confidence to reach their full potential in everything they do.

*Wood Fold is a happy, caring community of learners. We have the highest expectations and aspirations for all of our children and want to ensure that they achieve the best possible individual outcomes. We will ensure this happens by providing an environment where each child is nurtured, respected and challenged to be the best they possibly can be in order to live their life to the fullest. To achieve this, we will **INSPIRE** our children to be:*

Independent thinkers: children can work on their own, they show resilience, know when and how to ask for help and are able to produce work to a high standard.

Nurturing characters: children care about each other, they treat everyone with respect, they have the ability to encourage growth in others and they have trust, patience and empathy.

Successful learners: children achieve well in all aspects of both school and home life, they are resilient and can overcome challenges to enable them to learn effectively.

Proud of themselves and others: children take pride in the work that they produce, always ensuring it is to the best of their ability, they take pride in their appearance and are proud to wear the school uniform, they are proud of others when they do something successfully or try something they find challenging.

Inclusive of all: children treat all children as equals, they are respectful of one another, are confident to express themselves and respect other's opinions, they encourage each other to do well and support each other.

Reading Experts: children demonstrate a love of books, they can read fluently and accurately and are passionate about reading. They have a wide-ranging vocabulary and learn effectively from books to broaden their understanding of the wider world.

Exceptional Individuals: children demonstrate all of the above attributes. They aspire to be excellent.

AIMS

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, sexual orientation, cultures, faiths, abilities and ethnic origins.

Through our school ethos, curriculum, employment practice and management of incidents to:

- respect the equal human rights of all our pupils;
- educate them about equality; and
- respect the equal rights of our staff and other members of the school community.

We will analyse our equality information and, in a proportionate manner, work towards those equality objectives we identify in relation to the Protected Characteristics. We acknowledge that the Equality Act 2010 protects people against discrimination because of the *Protected Characteristics* that we all have. Under the Equality Act, there are nine Protected Characteristics:

- Age
- Disability
- Gender Reassignment
- Race
- Religion or Belief
- Marriage or Civil Partnership
- Sex
- Sexual Orientation
- Pregnancy & Maternity

2. Statutory requirements

We recognise our responsibilities under the Equality Act 2010 to avoid direct and indirect discrimination on the grounds of any of the protected characteristics listed above.

As a public body, we are also required by the public sector equality duty under Section 149 of the Act to take (positive) steps to:

The general duty:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

The specific duty:

The two specific duties for schools aim to assist them in meeting the general duty. These are:

- To publish information to show how they are complying with the equality duty. This must be updated at least annually
- To prepare and publish one or more specific and measurable equality objectives at least every four years.

The equality information we publish annually, and our equality objectives, show how we address this duty in addition to our school access plan under Section 88 of the Act.

3. Responsibilities

One named Governor, Mrs A Patel takes the lead, but the Governors as a whole are responsible for ensuring the equality policy is adhered to. The Governing Body of Wood Fold Primary School (the School) is responsible for ensuring that the School meets the requirements of the Equality Act. The Governing Body welcomes this responsibility and will:

- Ensure that everything the School does must be fair, non-discriminatory and not put individuals or groups of people at a disadvantage.
- Ensure the school takes all reasonable steps to see that its employees do not carry out unlawful discriminatory actions or behaviour
- Support and guide the school to have 'due regard' for equality in all its functions
- Ensure the school complies with the two new 'specific' duties to publish equality information and objectives.
- To ensure the success of every pupil, equal opportunity is at the heart of our vision with an insistence that all pupils will do well.

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

The Headteacher (or appropriate SLT member in the Headteachers absence) is responsible for:

- making sure measurable steps are taken to address the school's stated equality objectives, integrated with the other school improvement priorities;
- making sure the governors, staff, pupils, and their parents and guardians are aware of equality issues, as relevant;
- making sure all staff know their responsibilities and receive training and support in carrying these out;
- taking appropriate action in cases of harassment and discrimination, including identity-related incidents; and
- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school.

All staff are responsible for:

- avoiding unlawful discrimination, harassment and victimisation;
- promoting equality of opportunity in their work;
- fostering good relations between groups;
- dealing with identity-related incidents, whether or not they amount to bullying; • being able to recognise and tackle bias and stereotyping; and
- taking up relevant professional development opportunities.

Our pupils will:

- understand how it relates to them, appropriate to age and ability
- be expected to act in accordance with the Policy
- be encouraged to actively support the Policy.

Our parents/carers will:

- be given accessible opportunities to become involved in the development of the Policy
- have access to the Policy through a range of different media appropriate to their requirements
- be encouraged to actively support the Policy
- be encouraged to attend any relevant meetings and activities related to the Policy
- be informed of any incident related to this Policy which could directly affect their child.

The Headteacher is responsible overall for:

- dealing with reports of identity-related incidents.

Visitors and contractors are responsible for:

- following relevant school policy(ies).
- Show respect to all, in line with our ethos and values.

4. Staff development

This section outlines our process for training and development in relation to equality issues, in terms of professional responsibilities and performance management as well as statutory requirements.

5. Equality information

Under the Equality Act 2010 (Statutory Duties) Regulations 2011, we will **gather** and **analyse** information on pupils, staff and others with protected characteristics who are affected by school policies and practices. The purpose of analysing this information is to ensure that we are furthering the three aims of the public sector equality duty:

- eliminating discrimination and harassment
- advancing equality of opportunity
- fostering good relations between people from different groups

The source of this information is both quantitative:

- internal
- local, and
- national data

and qualitative (comments resulting from engagement with relevant people):

- surveys

- complaints
- focus groups
- interviews
- student voice

6. Equality objectives

Based on the priorities that merge from the above information, we will draw up and act on specific and measurable equality objectives as part of the annual school improvement cycle.

7. Equality reporting

A Protected Characteristics Termly report will be produced as a means of reviewing any incidents that have occurred (Appendix A). Reporting will also enable us to identify any areas of particular concern and also to seek appropriate advice and support if needed. This information will be shared with Governors termly.

A whole school incident log will be completed whenever an incident occurs. This will be stored securely in the Headteacher's office. (Appendix B)

Under the Equality Act 2010 (Statutory Duties) Regulations 2011, we will **publish** the above information and objectives to demonstrate how we are furthering the three aims of the public sector equality duty. This policy will be reviewed every 2 years in a manner and formats that are reasonably accessible to the public e.g. website, prospectus, newsletter etc.

From the information published in this report, parents and others will be able to judge how well our school meets the three aims of the public sector equality duty under the Equality Act 2010:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

TACKLING DISCRIMINATION

Harassment on account of the protected characteristics is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur efficiently. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist, homophobic and other incidents of harassment or bullying are dealt with by the member of staff present, who will escalate the matter to a class teacher or to the Headteacher where necessary.

All incidents are reported to the Headteacher; and racist and bullying incidents are reported to the governing body and local authority on a termly basis.

Any incident related to the protected characteristics will be reported on an official form (Appendix C) and the necessary steps from the flow chart will be followed.

WHAT IS A DISCRIMINATORY INCIDENT

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socioeconomic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

TYPES OF DISCRIMINATORY INCIDENTS

Types of discriminatory incidents that can occur are:

- physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender
- use of derogatory names, insults and jokes
- racist, sexist, homophobic or discriminatory graffiti
- provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia
- bringing discriminatory material into school
- verbal abuse and threats
- incitement of others to discriminate or bully owing to victim's race, disability, gender or sexual orientation
- discriminatory comments in the course of discussion
- attempts to recruit others to discriminatory organisations and groups
- ridicule of an individual for difference e.g. food, music, religion, dress, etc
- refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.



Protected Characteristics¹ Incidents: Termly Report Form

Autumn / Spring / Summer Term **Year:**

I confirm that there have been Protected Characteristic Incidents altogether during the school term. The breakdown down is as follows:

	ethnicity		on disability		Sexual orientation
	Religion /belief		gender		

I enclose a copy of the relevant pages from the Protected Characteristic Incidents LogBook.

(Please complete this form even if there are no incidents reported this term)

The Equality Act 2010 requires schools as from April 2012 to publish information to show their compliance with the Act.

Reporting will also enable us to identify any areas of particular concern and also to seek appropriate advice and support if needed.

Do you feel any responses have been particularly effective in dealing with protected characteristic incidents?

Have any particular steps been taken this term to deter protected characteristic incidents from occurring in the school?

Are there any issues relating to dealing with Protected Characteristic incidents and or harassment on which you or your staff would like advice, information, or training?

Headteacher:

Date:

Wood Fold Primary School
SCHOOL INCIDENT RECORD FOR ALLEGATIONS OF BULLYING AND
ANY PROTECTED CHARACTERISTICS

School/Establishment

Date and time incident reported

Person who reported incident

Victim

Other (please specify)

1. Type of incident (please tick)

<i>Extortion</i>	<input type="checkbox"/>	<i>Personal possessions taken/damaged</i>	<input type="checkbox"/>
<i>Isolation/Being Ignored or Left Out</i>	<input type="checkbox"/>	<i>Written</i>	<input type="checkbox"/>
<i>Physical</i>	<input type="checkbox"/>	<i>Spreading Rumours</i>	<input type="checkbox"/>
<i>Verbal (Name-Calling, Taunting, Mocking)</i>	<input type="checkbox"/>	<i>Intimidation/coercion</i>	<input type="checkbox"/>
<i>Cyber (Email, Internet, Text)</i>	<input type="checkbox"/>	<i>Graffiti</i>	<input type="checkbox"/>
<i>Other (please specify)</i>	<input type="checkbox"/>		<input type="checkbox"/>

If you feel the incident was motivated by any of the following please tick

<i>Appearance</i>	<input type="checkbox"/>	<i>Racism/Ethnic Origin *</i>	<input type="checkbox"/>
<i>Disability/SEN</i>	<input type="checkbox"/>	<i>Sexual Orientation</i>	<input type="checkbox"/>
<i>Gender/Sexism</i>	<input type="checkbox"/>	<i>Transgender</i>	<input type="checkbox"/>
<i>Faith, Religion or Belief</i>	<input type="checkbox"/>	<i>Home Circumstances including Looked After Child (LAC/CiC)</i>	<input type="checkbox"/>

** Reminder: These incidents should be recorded separately.*

Details of Young People Involved

	Names	Year Group	Gender	Ethnic Origin Code (refer to school census data)	Role*
1					

2					
3					
4					
5					
6					

*Role: **V** Victim **P** Perpetrator(s) **A** Associate
B Bystander

5. Have parents/carers of victim been informed? Yes No

Have parents/carers of perpetrators been informed? Yes No

Repeat victim? Yes No

6. Brief summary of incident (including location)

7. Perpetrator known to victim (by sight or name)

Yes No

Known details:

Repeat perpetrator?
 Yes No

8. Summary of Agreed Action (including future preventative work)

- Warning to the perpetrator
- Discussion with the victim's parent(s) / guardian / carer → Discussion with the perpetrator
- Discussion with the perpetrator's parent(s) / guardian / carer
- Restorative Justice

- Mediation
- Mentoring
- Counselling
- Curriculum change or addition
- Exclusion
- Referral to Police
- Referral to another body
- Other sanction (please specify)
- Other action (please specify)

- No action

Record completed by

Date

Signature of Designated Member of SLT