

Whingate Primary School

Equality Information and Objectives

March 2023



Our Equality Information and Objectives Statement is written to safeguard all children from Nursery to Year 6.

Ratified by the Governing Body on _____

Signature _____

Next Review Date: March 2027

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Equality Information and Objectives Statement

(Public Sector Equality Duty)

Introduction

One of the key aims of our Equality Policy is to promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, age, faiths, ethnic origin and sexual orientation. This is the basis of ensuring that people think of everyone as individuals and embrace the differences that all people can bring to our society. The Equality Act 2010 (see Appendix 1) makes it unlawful for the responsible body of a school to discriminate against, harass or victimise anyone (pupil, potential pupil or any other person):

- in relation to admissions,
- in the way it provides education,
- in the way it provides access to any benefit, facility or service,
- in its activity.

The acts states that it is unlawful to discriminate against a pupil, a prospective pupil or anyone else by treating them less favourably because of their:

- gender
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity
- age
- marriage/civil partnership

These are termed “protected characteristics”.

Under the Act, the school has a public duty to “**have due regard**” to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- 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.

“**Having due regard**” means in practice:

- Decision makers in school must be aware of the duty to have “due regard” when making a decision or taking an action and must assess whether it may have implications for people with particular protected characteristics.
- Schools should consider equality implications before and at the time that they develop policy and take decisions, not as an afterthought, and they need to keep them under review on a continuing basis.

- Schools can't delegate responsibility for carrying out the duty to anyone else.

This single Equality policy outlines the commitment of the staff, pupils and governors of Whingate Primary School to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

- Pupils
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At Whingate Primary School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

Our approach to equality is based on the following 7 key principles:

1. All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.

2. We recognise, 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 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, teach 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 and potential employees in all aspects of their work, including in 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 of pupils raises standards across the whole school.

Our Ethos and Aims

Our Ethos

If you ask our pupils about Whingate, they will tell you that they enjoy coming to our school.

We want our children to leave our school with great memories; to have developed in to happy, caring and resilient young people.

We want our children to feel empowered to achieve their very best and to change the world for the better. We want our children to be inspired and we want their dreams to come true.

Our Aims

Our aim is to build a happy, safe and successful family at Whingate.

We will work together to:

- Provide caring relationships based on mutual respect
- Provide an environment where everyone is safe, secure and has fun
- Ensure there are clear expectations for behaviour and learning
- Encourage self-control, responsibility and good working attitudes
- Match learning to the needs and abilities of each child
- Provide a stimulating, creative, broad and balanced curriculum
- Maintain high expectations and achieve the best possible outcomes for all

The School in Context

Figures from the January 2022 school census reveal that:

- 39% of children were eligible for Free School Meals (FSM), compared to 25% for Leeds primary Schools and 23% for state-funded primary schools nationally.
- 33% of children were from Black and Minority Ethnic (BME) backgrounds, compared to 38% for Leeds primary schools and 35% for state-funded primary schools nationally.
- 20% of children had English as an additional language (EAL), compared to 22% for Leeds primary schools and 21% for state-funded primary schools nationally.
- 14% of children had special educational needs (SEN), compared to 17% for Leeds primary schools and 16% for state-funded primary schools nationally.
- Classes are organised into single year group classes (2 per academic year group).
- The vast majority of children are drawn from the immediate locality however an increasing number of pupils now come from further afield and who are new to the country.
- Thorough assessment carried out as children enter FS1 and FS2, using the Early Years Foundation Stage Stages of Development, show attainment on entry to FS1 is significantly below average (School tracking data)
- 70% of the children in our current Reception class attended our school Nursery. This is a lower % from the previous year.

- The gender balance shows that we have the same girls (50%) and boys (50%), although this varies from cohort to cohort.

A number of our families have social care involvement and have accessed or access parenting groups run by school and other agencies. We currently have a number of families that have broken down or that have history of drug/alcohol abuse and/or domestic violence.

Whingate is proud to be an inclusive school. Our Inclusion team are skilled in multi-agency working to support the diverse range of needs of the children, families, parents and carers who attend our school.

OFSTED

Whingate Primary School had their latest OFSTED Inspection on 4th May 2018.

- Whingate continues to be judged as a GOOD school
- Pupils are keen to succeed. They make the most of their time in school
- Staff monitor progress in the classroom carefully and well, they move pupils on promptly and well, when they are ready
- Due to strong relationships and good classroom routines, pupils have growing control of their learning. They know what they need to do next
- Pupils' behaviour in class is very good because they know the routines, respect others and want to learn. They are proud of their school and treat it well
- Pupils reported that bullying is very rare and that, if it does occur, it is dealt with promptly and well by staff
- Safeguarding is effective. Records are of high quality and are meticulously kept
- The curriculum provides for pupils' different needs exceptionally well. The carefully planned activities, such as the small groups, or one-to-ones, ensure pupils can successfully learn new skills
- The behaviour of pupils is outstanding. They are polite and generous and repeatedly praised their teachers for the help that they give them all the time.

Atmosphere at Whingate

- At Whingate, we demonstrate mutual respect between all members of the school community
- There is an openness of atmosphere which welcomes everyone to the school
- All within our school community will challenge any type of discriminatory and/or bullying behaviour, e.g. through unwanted attentions (verbal or physical) and unwelcome, or offensive remarks, or suggestions
- All pupils are encouraged to greet visitors to our school with friendliness and respect
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored
- Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities

Monitoring and Review

Whingate Primary is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is

encouraged to fulfil her or his potential.

We collect and analyse a range of equality information for our pupils/students which includes attainment/attendance data, exclusions, involvement of extended learning opportunities, complaints of bullying, harassment or racial incidents. These are analysed by ethnicity, ableism, gender and free school meals.

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 inform future teaching and learning plans.

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. Governors also have the opportunity to attend pupil progress meetings.

School performance information is compared to National 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:

- Attendance and Punctuality
- Exclusions and truancy
- Racism, disability, sexism, homophobia and all forms of bullying/harassment including cyber bullying
- Parental involvement
- Participation in Extended Learning Opportunities

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Whingate Primary School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

We collect equality information in line with LCC guidelines for employment, training and promotion.

Due regard is given to the promotion of equality. The person responsible for the monitoring and evaluation of the policy at Whingate Primary school are the Co-Headteachers.

Their role is to:

- Lead discussions, organise training, update staff in staff meetings, support discussions
- Work with the governing body on matters relating to equality

- Support evaluation activities that moderate the impact and success of this policy

Developing Best Practice

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:

- Provide equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Use materials to promote a positive image of and attitude towards disability and disabled people
- Promote attitudes and values that will challenge discriminatory behaviour
- Provide opportunities 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 pupil's advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- Ensure that the whole curriculum covers issues of equality and diversity;
- All subject leaders, where appropriate, promote and celebrate the contribution of different cultures to the subject matter
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all pupil groups
- 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
- Identify resources and training that support staff development

Learning Environment

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. 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.

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils
- Adults in the school provide good, positive role models in their approach to all issues relating to equality of opportunity
- The school places a very high priority on the provision for special educational needs and disability. We meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work

- The school provides an environment in which all pupils have equal access to all facilities and resources
- All pupils are encouraged to be actively involved in their own learning
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupil
- Consideration will be given to the physical learning environment – both internal and external, including displays and signage

Curriculum

At Whingate Primary, we ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity
- Pupils will have opportunities to explore concepts and issues relating to identity and equality
- Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles
- All pupils' achievements are recorded on our tracking system which recognises attainment, achievement and progression

Resources and Materials

The provision of good quality resources and materials within Whingate Primary School is a high priority. These resources should:

- Reflect the reality of an ethnically, culturally and sexually diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Include non-stereotypical images of all groups in a global context
- Be accessible to all members of school community

When ordering new resources and materials we will consider how they show equality as part of the criteria for assessment.

Language

We recognise that it is important at Whingate Primary school that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups identified at the beginning of this document
- Creates the conditions for all people to develop their self-esteem

Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case.

Provision for Bilingual Pupils

At Whingate Primary school we undertake to make appropriate provision for all EAL/bilingual children/groups to ensure access to the whole curriculum. These groups include:

- Pupils for whom English is an additional language
- Pupils who are new to the United Kingdom
- Gypsy, Roma and Traveller Children
- Advanced bi-lingual learners
- Use first language effectively for learning

Personal Development and Pastoral Guidance

- Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeking pupils
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations)
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination
- We recognise that perpetrators may also be victims and require support.
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges

Equal Opportunities for staff

(Further guidance is to be found in the Equality and Diversity Policy for School Based Staff)

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community. Job adverts clearly state that applications are welcome from all members of the community and are advertised across the Local Authority to attract applicants from wider and more diverse communities than Armley.

As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Under the Equality Act 2010, in very limited circumstances, an employer can claim that a certain religious denomination or belief is considered to be a genuine occupational requirement of that role. An Aided school may be able to rely on this for some roles in school, particular those roles that provide spiritual leadership. However, this would not apply for all staff in School.

In addition, there are also instances in which a job will qualify for a genuine occupational qualification on the grounds of gender. However, only in very few instances would this be permissible, for example, where the job is likely to involve physical contact with members of the opposite sex, where matters of decency or privacy are involved.

Partnerships with Parents/Carers/Families and the Wider Community

We will work with parents/carers to help all pupils to achieve their potential.

- All parents/carers are encouraged to participate in the full life of the school
- Members of the local community are encouraged to join in school activities
- All children will have the opportunity to participate in community events
- Where parents/carers require extra support to participate in the full life of school, all reasonable help will be offered

Roles and Responsibilities

- Our governing body will ensure that the school complies with statutory requirements in respect of this policy
- The Co-Headteachers are responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body
- The Co-Headteachers have day-to-day responsibility for coordinating the implementation of this policy
- Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues
- All members of the school community have a responsibility to treat each other and staff with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour
- We will take steps to ensure all visitors to the school adhere to our commitment to equality

Measurement of Impact of the Policy

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school.

Annual Review of Progress

We analyse data for all groups covering ethnicity, disability and gender and report annually on our progress to improve access for disabled pupils, including access to the curriculum, physical access and access to information. Taking this single equality approach, we will incorporate all requirements into one annual report which meets the requirements of the new legislation and which will formulate the basis for the annual action plan.

Equality Impact Assessments

We will undertake equality impact assessments annually to ensure it meets the needs of all our service users and that no group (in relation to ethnicity, disability, gender, age, religion and belief, and sexual orientation) is disadvantaged or cannot access our services.



Whingate Primary School Equality Action Plan 2023

Equality Objective 1: To take part and train in a project run by 'Diversity Matters' supporting inclusion and anti bullying.		
Outcomes:		Monitored By:
Children in Y2 to Y6 will complete Diversity workshops 'Embracing Difference, Ending Bullying'		<ul style="list-style-type: none"> SENDCO/PSHE lead
All staff and representative governors to complete at Diversity workshop.		
Action points:	Staff involved:	Outcomes:
Before the workshops, children, parents and staff will complete a questionnaire related to anti bullying in school	Class teachers, TLR's, CO-Heads	The results will be analysed and the programme for the workshops will be tailored to the needs of the children from Y2 and 6
Workshops will be carried out for Y2 and Y6	Class teachers, SENDCO	Children will have a greater awareness of what bullying is and strategies to deal with issues.
Staff and some governors to complete a twilight on the Diversity matters program.	All teaching staff and some governors	Staff will be upskilled in relation to signs of bullying and how to support

Equality Objective 2: To develop a greater understanding of the LGBTQ community through PSHE lessons		
Outcomes:		Monitored By:
Children in school will have lessons through PSHE to develop their knowledge regarding the LGBTQ community.		<ul style="list-style-type: none"> • Lead by PSHE leader
Action points:	Staff involved:	Outcomes:
Each year group will engage in age appropriate lessons.	Class teachers, PSHE Lead	Children will have a greater awareness and understanding of the LGBTQ community.
Assemblies for the whole school and within KS2 developing the children's awareness and understanding of the LGBTQ community.	Class teachers, PSHE Lead	The children will be given another platform to develop their knowledge and understanding of the LGBTQ community.
Staff meeting to develop the staff's knowledge and confidence teaching children regarding the LGBTQ community.	PSHE lead	Staff will use accurate vocabulary and strategies when teaching the children.

Equality Objective 3: To have zero tolerance to bullying (cyber) across school.		
Outcomes:		Monitored By:
That all children, staff, and parents feel safe at Whingate.		<ul style="list-style-type: none"> • Co-Heads, DSL, FCSM • CPOMS has a tab linked to harassment. Everything is recorded on harassment form, actions dealt with and monitored. • Have green slips for behaviour also recorded on CPOMS. • Numbers of harassment and behaviour shared with governors termly. • Record Cyber bullying on CPOMs • Log an incidents of blocked searches and online issues
Action points:	Staff involved:	Outcomes:
Follow the behaviour policy at school and ensure all children are aware of the consequences to poor choices.	All staff	Children learn to take responsibility for their behaviour.
Teach children to conflict resolute allowing them time to discuss issues in chill out.	All staff	Children are able to express their feelings in an appropriate manner in order for them to get their point across.
Children to learn about E-safety and cyber bullying.	Class teachers, ICT Lead	The children will have a greater understanding of how to keep safe when online, who to report to and what to do if they are cyber bullied.
Promote E-Safety for parents through class dojo and the online safety and safe guarding tab on the website.	Admin, class teachers, SLT	Parents will have up to date information regarding appropriateness of social media and online issues regarding young children