



Whaley Thorns Primary School
Part of the TEAM Education Trust

Equality Information and Objectives Statement

Whaley Thorns Primary School

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Contents

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Equality Statement

At Whaley Thorns, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents, and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. Whaley Thorns, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach, and visit here.

As part of TEAM Education Trust, we incorporate the Trust's Cultural Values and Equality Objectives and follow the Trust ethos that 'Together, everyone achieves more'.

Legal Duties

At Whaley Thorns we welcome our duties under the Equality Act 2010. The general duties are to:

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

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. Protected characteristics make up the part of a person's identity that makes them who they are, such aspects or characteristics are protected from discrimination. Everyone in Britain is protected from unlawful behaviour by the Act.

The protected characteristics are as follows:

- age
- disability
- race
- sex
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- marriage and civil partnership (for employees)

We recognise that these duties reflect international human rights' standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. In developing our policy, we have therefore also taken them into consideration.

To meet our general duties, listed above, the law requires us to carry out some specific duties to demonstrate how we meet the general duties.

These are to:

- Publish Equality Information – to demonstrate compliance with the general duty across its functions **(We will not publish any information that can specifically identify any individual).**
- Prepare and publish equality objectives which we will review on an annual basis.
- Consult all our stakeholders in the development of our equality objectives and report on progress against our objectives on an annual basis.

To do this effectively we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school, but we will also analyse available data relating to the context of our local community, including hate crime data and demographic information. In relation to school provision, we will pay particular attention to the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice-related incidents
- Curriculum
- Complaints/compliments

Our objectives will detail how we will ensure equality is applied to the services listed above, however where we find evidence that other functions have a significant impact on any group, we will include work in this area.

We also recognise that our work on equality is central to the successful promotion of fundamental British values, especially in relation to the values of respect and tolerance and the rule of law. We will therefore ensure that our curriculum helps to prepare pupils for life in modern Britain. We will work proactively to address all forms of prejudice and discrimination, including derogatory and discriminatory language. We will also utilise all other subject areas to foster positive relations and to ensure that we consciously cultivate opportunities to challenge stereotypes and support positive identity development for all our pupils. We will regularly audit our resources, displays, lesson content, and assessment processes to ensure that they meet the needs of all groups. We will scrutinise outcomes across a range of measures, analyse the results and address any identified areas of concern.

In endeavouring to fulfil our legal duties, we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities' practice, including staff recruitment, retention, and development
- Aim to identify, reduce, and remove existing inequalities and barriers
- Consult and involve widely
- Regularly review our progress

[Our Vision Statement](#)

At Whaley Thorns Primary School our approach to equality is based on key principles. We believe that all learners are of equal value. This includes those that are disabled, whatever their ethnicity, culture, national origin or national status, whatever their sex and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation. We work hard in recognising, respecting and valuing difference and understanding diversity. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, sex, 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. We foster positive attitudes and relationships and actively promote positive attitudes and mutual respect between groups and communities different from each other by fostering 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. 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. We have

the highest expectations of all our children, we expect that all pupils can make good progress and achieve to their highest potential so we 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.

Roles and Responsibilities

School Community	Responsibility
Governing Body	Involve and engage the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitor progress towards achieving equality objectives. Publish data and publish equality objectives. Ensure that staff have access to appropriate training and resources.
Principal	As above including: Promote key messages to staff, parents, and pupils about equality and what is expected of them and can be expected from the school in carrying out its day-today duties. Ensure that all in the school community receive adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record, report and respond appropriately to prejudice-related incidents.
Senior Leadership Team	To support the Principal as above. Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record, report and respond appropriately to prejudice-related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum. Record, report and respond appropriately to prejudice-related incidents.
Non -Teaching Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the Principal on how pupils and parents/carers can be expected to be treated. Support colleagues within the school community. Record, report and respond appropriately to prejudice-related incidents.
Parents/Carers	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all. Uphold the commitment made by the Head Teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Pupils	Support the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the Principal on how pupils and parents/carers, staff and the wider school community can be expected to be treated. Report prejudice-based incidents to a trusted adult.

Local Community Members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.
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We will ensure that the whole school community is aware of the TEAM Education Trust Equality Opportunities and Diversity Policy and our published equality information and equality objectives by publishing them on the school website.

We believe that promoting Equality is the whole school's responsibility.

Advancing Equality of Opportunity and Eliminating Discrimination

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.

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing.
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups.
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

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 part in such assemblies and we will also invite external speakers to contribute.
- Working with our local community. This includes inviting leaders of local groups to speak at assemblies, and organising academy trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the academy. For example, our academy council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as clubs. We also work with parents to promote knowledge and understanding of different cultures.

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 academy trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays

- Is accessible to pupils with disabilities and special educational needs.
- Has equivalent facilities for boys and girls.

Equality Objectives

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Objective	Actions	Which protected characteristic or equality legislation the objective is meeting: R = Race, D = Disability, G = Gender, SO = Sexual Orientation, A = Age, R/B = Religion or Belief, Marriage/ civil partnership = M, Pregnancy - P							
Each Objective/ action will be rag rated and dated as progress is made towards this objective.		R	D	G	SO	A	R/B	M	P
To ensure that all staff and Governors know about the Equalities Policy and that their views are sought for the Equality Action Plan.	<ul style="list-style-type: none"> The Equality Action Plan devised is shared and staff are provided with the opportunity to contribute their ideas, views and suggestions. Staff and Governors to sign to say that they adhere to the principles of the Equality Policy and Action Plan and accept their responsibilities as such. 								
To promote and develop pupils' awareness of diversity, disability and equality.	<ul style="list-style-type: none"> Assemblies relating to disability, diversity and equality to be planned for throughout the year. Ensure learning opportunities in the classroom showcase diversity. Ensure reading material and links showcase diversity. 								
To ensure that attendance rates are similar and remain aspirationally high between all vulnerable groups.	<ul style="list-style-type: none"> Analyse attendance figures for all groups and identify any patterns, ensuring that issues arising are actioned swiftly and effectively. Work with external agencies such as Early Help and Social Care to ensure that any barriers to attendance are identified and addressed. 								
Continue to support the social, mental and	<ul style="list-style-type: none"> SEMH provision targeted for children requiring additional social, 								

<p>emotional development of all children and support and protect the well-being of all children, including children with disabilities.</p>	<p>behavioural and emotional support.</p> <ul style="list-style-type: none"> • Zones of Regulations Room. • Lego Therapy training for TAs to improve social skills of disadvantaged groups and encourage children to express their feelings. • Monitor the impact of equine therapy, Riding for Smiles intervention to support positive mental health. 								
<p>To continue to monitor attainment and progress of pupils by race, gender and disability.</p>	<ul style="list-style-type: none"> • Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils. 								
<p>To improve email and newsletter communications as well as the school website as a means of communication with parents.</p>	<ul style="list-style-type: none"> • Ensure all letters, policies and information regarding the equalities opportunities for the curriculum are communicated in various forms and regularly. • Interpreters to be booked if needed for parents in need of support. • Have clear list of children and languages spoken at home. • Clear signposting to translation. • Ensure everyone utilises the translate feature on Class dojo. 								
<p>To foster good relationships between learners and their peers through an enhanced RSE PSHE and Kindness curriculum with a particular focus on protected characteristics not just in RSE PSHE but across all subjects of the curriculum.</p>	<ul style="list-style-type: none"> • Embed the Kindness Curriculum so that each month children will learn about a new element of kindness e.g. perspective, empathy, compassion etc, understand the vocabulary and why this is important in the wider world. • Review of the RSE PSHE curriculum to ensure planned opportunities to promote protected characteristics. • Representation of all protected characteristics in all subjects and via the World of Work curriculum. • A link governor identified to hold leaders to account for an improved RSE PSHE curriculum. • Complete lesson observations show increased emphasis in RSE PSHE lessons on the promotion of 								

	<p>protected characteristics. This is also evident across all subject observations from across the curriculum.</p> <ul style="list-style-type: none"> • Hold discussions with pupils which show increased awareness. 								
<p>Ensure that the curriculum and environment promotes role models and heroes that young people identify positively with. Displays will promote diversity, which reflects the school's diversity in terms of race, gender and disability.</p>	<ul style="list-style-type: none"> • Kindness Curriculum guest speakers promote diversity and protected characteristics. • Increase in pupils' participation – confidence and positive identity – is monitored through RSE PSHE. • Displays reflect diversity and promote achievement for all. • Increased diversity is seen within the School Council, TEAM Council, I-Vengers, Protected Characteristics Ambassadors and Kindness Keepers. • Increased participation in extra-curricular activities across groups. • Subject curriculum representative of protected characteristics and staff to refer to this in action plans and monitoring. • Protected characteristics display. 								
<p>Ensure everyone has very high aspirations for all learners.</p>	<ul style="list-style-type: none"> • Monitor and analyse the achievement of all learners. • Monitor the scaffolding opportunities for all learners eg, resources, labelling, manipulatives, word mats etc. • Vast range of exposure to careers and the teaching of career pathways via World of Work curriculum. 								