

Policy Date: September 2023

Review Date: September 2024



Whitehouse Primary School **Equality Statement**

At Whitehouse Primary the spiritual, social, moral and cultural development of all our children is paramount. We believe that the most important function of the school is to maintain an environment in which every member of the school is able to achieve success and self-fulfilment

We believe in the importance of the protected characteristics (age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, pregnancy and maternity) to eliminate prejudice, discrimination, harassment and victimization within society. We respect and value the differences between people and recognise that diversity has a positive role to play in our schools and society. We also believe in equality of opportunity for our children, families and staff, upholding fairness and social justice.

Legal Framework

The Equality Act (2010) is a legal framework to protect the rights of the individual from unfair treatment and promotes equality of opportunity for all in order to establish a fair and more equal society. The Public Sector Equality Duty (2011) within the Act covers the following protected characteristics: age, disability, gender and gender reassignment, pregnancy and maternity, ethnicity, religion and belief, sexual orientation and sexual identify, marriage and civil partnership.

The Education and Inspections Act (2006) also highlights our duty as a school to contribute to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

Our school also embraces the duties set out 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 which promote working together with others to improve children's educational and wellbeing outcomes.

Guiding Principles

At Whitehouse Primary we seek to embed equality of access, opportunity and outcomes all members of our school community, within all aspects of school life.

a) Eliminating discrimination

Within Whitehouse Primary, the following actions are undertaken to eliminate any form of discrimination and prohibited conduct amongst the whole school community for the protection of its pupils and staff.

- All school policies are written with ensuring equality of the pupils and staff within the school and this is clearly shown within the whole school values shown within these key documents;
- The school culture, which underpins the whole school philosophy, which is shared with all stakeholders and taught within the school promote the key messages of equality, individuality and eliminating any form of prejudice;
- With the review of the Equality Statement annually, the responsibilities for each member of staff are reminded and any changes shared annually;
- All staff appointments and promotions are made on the basis of merit and ability
- There will always be a member of staff that has had Safer Recruitment Training involved in all stages of the recruitment process to ensure equality in the appointment of new members of staff, adhering to recruitment and selection processes that are fair and in line with statutory duties;
- Ensuring all members of staff within school receive annual performance reviews and that training and development opportunities are available to all staff, subject to budget constraints;
- Admission arrangements for pupil are fair and transparent and do not discriminate on ethnicity, gender, disability or socio-economic factors.

b) Advancing equality of opportunity

Our school believes it is important to ensure we have a shared view of advancing equality of opportunity between people who share protected characteristics as well as those that do not share it.

We undertake this in the following ways:

- Detailed assessment analysis is undertaken regularly
- Equality objectives are written to provide clear vision and focused actions to reduce inequality and provide specific support to individuals and groups of pupils;
- Behavioural incidents, including bullying and racist incidents are recorded on the School's tracking system CPOMS with the actions undertaken also recorded. These are analysed by a key member of staff in order to look for trends or patterns in order to ensure all children have the same opportunities of feeling safe, welcome and happy within school;
- PSHE, RE, RSE and SMSC areas of the curriculum regularly address ideas of equality through tolerance, friendship and sharing an understanding of a range of religions or cultures and differences;
- A wide ranging enrichment programme of the curriculum, including visits and clubs

are considered for all children, if it is safe to do so and making reasonable adjustments where necessary.

- Assemblies within the school, events and pupils sharing things within class give opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.

c) Engagement and fostering good relations

Within our school values, engagement with all stakeholders is seen as fundamental and we pride ourselves on our engagement with the local community, especially those affected by the decisions we make as a school.

- We engage with a wide range of groups and individuals to ensure that the group of staff and governors that approve the policy represent the diverse community in which we live;
- Our equality objectives are devised based on qualitative and quantitative data that we have collected from assessments but also staff, pupil and parents questionnaire responses;
- Local community links and events are frequently placed throughout the school's calendar and are open to all, in order to foster good relationships and engage with all members of the community.

Equality Objectives

We formulate and publish equality objectives using the views of parents, pupils, staff and governing body as well as sound qualitative and quantitative evidence from within school. Our equality objectives are written for four academic years, however we will constantly review them and we will report annually on our progress towards achieving them.

Addressing Prejudice and Prejudice-Related Bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling our legal duties as detailed in the Equality Act. This includes:

- Prejudices around disabilities and special educational needs;
- Prejudices around racism and xenophobia, including those directed towards religious groups and communities and those that are directed against travellers, migrants, refugees and people seeking asylum;
- Prejudices reflecting sexism and homophobia or transphobia.

We address the experience, understanding and needs of the victim, perpetrator, bystanders and the wider school community through our actions and responses to the above.

We keep a record of all prejudice-related incidents and, if requested, provide a report to the local authority about the number, type and seriousness of such incidents and how they have been dealt with in school.

Roles and Responsibilities

a) The Role of Governors

- The governing body is responsible for ensuring that the school complies with legislation and this this statement and its related procedures are implemented;

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils and staff;
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school;
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities and strive to ensure school communication is as inclusive as possible for all stakeholders;
- The governors welcome all application to join the school regardless of the child's socio-economic background, ethnicity, gender or disability.

b) The Role of the Head teacher

- The head teacher is responsible for implementing the policy and ensuring that all staff are aware of their responsibilities;
- The head teacher ensures that all appointment panels give due regard to the plan so no one is discriminated when it comes to employment or training;
- The head teacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents with due seriousness;
- The head teacher promotes the principle of equal opportunity when developing the curriculum and participation in school life.

c) The Role of all Staff

- All staff will promote an inclusive and collaborative ethos within their classroom and ensure all children are treated fairly;
- All staff will strive to provide a curriculum and material that gives positive images based on ethnicity, gender and disability as well as challenging any stereotypes;
- All staff will challenge any incidents of prejudice, racism and homophobia and record the incidents drawing them to the attention of the Senior Leadership Team;
- All staff will keep up to date with equalities legislation relevant to their work.

Staff Development and Training

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.

Monitoring and Review

In line with the legal requirements, this Equality Statement will be reviewed annually and any adaptations presented to the Governing Body. It will then be shared via the school's website and staff meetings.

Dealing with Complaints

Whitehouse Primary parents and carers are positively encouraged to come into school to talk about any aspect of their child's education. Initial contact is usually made through the child's class teacher, and in the vast majority of cases, concerns or anxieties are usually resolved at this stage or via talking through concerns with the senior leadership team. However, if this

fails and a parent wishes to make a formal complaint, the school has published guidelines for parents detailing the necessary stages in the formal complaints procedure.

Safeguarding

At Whitehouse Primary School, safeguarding and child protection is paramount and we are fully committed to ensuring the welfare and safety of all our children. We believe that children have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse; where staff are vigilant for signs of any child in distress and are confident about applying the processes to avert and alleviate any such problems. If any behaviour is a concern, Whitehouse Primary procedures and processes will be followed at all times in accordance with the Safeguarding and Child Protection Policy. Any concerns will be referred to the Child Protection Designated Safeguarding Leads.

IFtL Equality Objectives

The following are the IFtL Trust's objectives:

1. For our staff across the IFtL trust to value and reflect the diverse society of the whole IFtL community, inclusive of the local communities.
2. To raise the attainment of all disadvantaged children to enhance their life and educational opportunities.
3. To raise the attainment and quality of provision for SEND children and lower attaining children across the IFtL. IFtL is a trust established by educationalists, with education and improving outcomes for children at the heart of all we do.
4. To ensure quality provision and bespoke support for appropriate children who are potentially at the risk of fixed term or permanent exclusion.

Whitehouse Primary School, as required by IFtL, has additional equality objectives, which incorporate and build on the above trust objectives. These need to be measurable and progress towards them is reviewed annually with new objectives written every four years.

Whitehouse Primary School Equality Objectives 2022-2026

At Whitehouse School the spiritual, social moral and cultural development of all our children is paramount. We believe that the most important function of the school is to maintain an environment in which every member of the school is able to achieve success and self-fulfilment. There must be a total consistency of expectation that everyone (irrespective of gender, ethnicity, religion or culture) should feel safe and secure; have empathy for all others and place a high value upon individual achievement and personal development.

We believe in a culture of equality and diversity and this is embedded throughout our whole school vision and ethos.

To achieve this, our equality objectives are as follows:

- **To promote spiritual, moral, social and cultural development and understanding through a rich range of experience, both in and beyond the school.**

Spiritual

This refers to a child's beliefs, religious or otherwise, which form their perspective of life and their respect for other people. It is shown through their sense of self-worth and uses imagination and creativity in their learning.

- We promote the development of a sense of self, identity, belonging and self-reflection. We encourage our children to take pride in their uniform. We offer opportunities for reflection on learning and behaviour and we celebrate achievement in work and self-development through celebrations such as the Crew Champions Awards , Headteacher Awards, School Games Values and attributes.
- Staff collaborate to establish the vision and values that underpin the ethos of the school.
- They experience 'awe and wonder' through our bespoke curriculum.
- We focus on positive behaviour and outcomes, ensuring that children value themselves and their unique contribution to society. Children value themselves and others in school and the wider community.

Moral

This refers to a child's understanding of right and wrong, and their understanding of the consequences of their behaviour (positive and negative

- We support the ability to distinguish right from wrong both within and outside of school. Children engage with our local PCSO who is a familiar face within the school, having led assemblies.
- Children collaborate to develop shared school values and a respect for those who have different values through the Religious Education and PSHE curriculums, during Crew time and in assemblies.
- We encourage children to take responsibility for their behaviour and learning. We promote positive behaviour choices and ensure children understand that all choices have a consequence. Our current behaviour policy ensures that positive behaviour is acknowledged. We foster independence by teaching independent learning strategies, and we actively promote resilience by teaching children to learn from mistakes. Our marking policy reflects these values, and children are given opportunities to correct mistakes in addition to learning how to move on.
- We reinforce the school's values through images, posters, classroom displays, etc and monitor in simple ways, the success of what is provided

Social

This refers to a child's ability to work and engage with others from both their own community and with those from different backgrounds, religions and ethnicities and to make a positive contribution to their community.

- We provide opportunities for children to develop the skills required to work effectively with others, both in school and in a broader context. Children understand their role in the wider community, as UK citizens and in the world.
- We foster a sense of community through links with local organisations and businesses, collaborating with our local schools and through our Trust a wide range of partnership schools.
- Children are encouraged to work socially, for example in small groups, paired work, through the school council or in after-school activities.
- Through local fieldwork and visits, children reflect on their local community and the various roles that they and others have within it.

Cultural

This refers to a pupil's understanding and appreciation of their own values, customs and beliefs, and their willingness to respect and respond to cultural diversity.

- We develop children's appreciation and respect for their own cultural traditions through the curriculum, special events and through assemblies.
- We celebrate attitudes, values and diverse culture in Geography, History, RE, English, Art, Dance, Music and in assemblies.
- We recognise a range of talents and achievements within the school through whole school celebration assemblies, class assemblies and we also used newsletters to celebrate to the wider school community.

- **To use literature as a mechanism for our children to see the world around them**
- **To reduce prejudice and increase understanding of equality through direct teaching across the curriculum**
- **To ensure that all pupils are given similar opportunities with regards to after-school clubs and enrichment activities**
- **To raise the attainment and quality of provision for all vulnerable pupils, including those who are SEND and those who are lower attaining, to enhance their life and educational opportunities**
- **To allow equal access to information for all parents**
- **To ensure the school environment is accessible to all pupils, staff and visitors**

Safeguarding

At Whitehouse Primary School, safeguarding and child protection is paramount and we are fully committed to ensuring the welfare and safety of all our children.

We believe that children have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse; where staff are vigilant for signs of any child in distress and are confident about applying the processes to avert and alleviate any such problems. If any behaviour is a concern, Whitehouse Primary procedures and processes will be followed at all times in accordance with the Safeguarding and Child Protection Policy. Any concerns will be referred to the Designated Safeguarding Leads