

WINMARLEIGH C.E. SCHOOL



**Single Equalities & Public Sector
Equality Duty : Meeting the needs of
all members of the school
community**

September 2023

WINMARLEIGH CE PRIMARY SCHOOL Single Equalities and Public Sector Equality Duty: Meeting the needs of all members of the school community

Reviewed: September 2023;

School policy statement on equality and community cohesion

Our school is committed to equality both as an employer and a service-provider and we carry out our day to day work through our embedded Christian values:

1. We try to ensure that everyone is treated fairly and with respect
2. We want to make sure that our school is a safe, secure and stimulating place for everyone
3. We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same
4. We recognise that for some pupils extra support is needed to help them to achieve and be successful
5. We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our School Council
6. We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We set our Accessibility plan objectives for a 3 year period and review the progress annually. We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

1. pupils from certain cultural and ethnic backgrounds
2. pupils who belong to low-income households and pupils known to be eligible for free school meals
3. pupils who are disabled, or who are in the process of being diagnosed as disabled
4. pupils who have special educational needs
5. boys in certain subjects, and girls in certain other subjects.
6. Vulnerable Pupils, where home circumstances are known or believed to be unsettled in some way, causing some level of concern.

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

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

At Winmarleigh CE Primary School we have rigorous systems for monitoring standards and challenging any underperformance; our responsibility in this equality duty is scheduled as part of this rigorous process.

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.

Our school aims to ensure that all pupils make good progress, including those whose needs, dispositions, aptitudes or circumstances require additional support.

Number of pupils on roll at the school: 15 (September 2023)

Our School Context

- Currently there are 9 boys and 6 girls on the school roll (Sept 2023)
- 87% of the children on roll are White/British.
- 13% of the children on roll are White & Black Caribbean
- There are currently no minority ethnic groups represented in the school staff or governing body.
- 100% of the children on roll speak English as their first language
- There are 3 pupils with a known disability on roll
- There are no members of staff with a significant medical condition; no staff or governors have a known disability
- The school is not completely physically accessible to all. There are no steps to enter the building. There are three steps leading from the entrance hall along the corridor to the conservatory and a further three steps down to Class 1. Class 1 can be accessed externally via the playground entrance

but the conservatory is not easily accessible externally. The children’s toilets would not be accessible to all but the staff toilet would be accessible.

There are pupils at our school with the following disabilities:

1. Dyslexia
2. ASD
3. Autism
4. 15q11.2 Microdeletion

Our equality objectives

Key Priority 1: To improve understanding of different types of disability (personal development)					
Targets identified: • Awareness days to be introduced including speakers in assembly, special clothes dates etc. • Information on newsletters to support discussions around different disabilities at home					
Target	Actions	Personnel/Role	Timescale (target date for completion)	Resources required/costs involved	Success Criteria (measurable)
Awareness days to be introduced including speakers in assembly, special clothes dates etc	<ul style="list-style-type: none"> • Research and create a calendar of different awareness days eg, odd socks for Downs Syndrome, Purple for deaf awareness • Contact relevant charities and organisations to invite speakers in or get access to resource packs • Timetable in awareness days • Ensure parents have access to information via school newsletters 	LC CD SS	Research and calendar to be drawn up over Autumn Term Visits/awareness days to begin in Spring Term 2024	Library resources	<ul style="list-style-type: none"> • Children have a rising awareness of different disabilities and their impact on the lives of those who live with them

	<ul style="list-style-type: none"> • Add resources to school library about different kinds of disabilities, including those that are not physical. 				
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Key Priority 2: To develop an understanding of the term 'equality', with a focus on gender and cultural

Targets identified:

- Develop the curriculum to include a focus on the impact of women in various fields, including the sciences
- Develop the curriculum to include a focus on the impact of people from a range of cultural backgrounds
- Develop our RE curriculum to ensure that links to other faiths and cultures are explicit

Target	Actions	Personnel/Role	Timescale (target date for completion)	Resources required/costs involved	Success Criteria (measurable)
Develop the curriculum to include a focus on the impact of women in various fields, including the sciences	<ul style="list-style-type: none"> • Ensure that MTPs are revisited to ensure that there are links to women as focus individuals as well as men 	Class teachers	Throughout Cycle A and B	Various	<ul style="list-style-type: none"> • Children are able to demonstrate knowledge about the achievements of both men and women in various fields – showing that they are understanding their equal input

Develop the curriculum to include a focus on the impact of people from a range of cultural backgrounds	<ul style="list-style-type: none"> • Ensure that MTPs are revisited to ensure that there are links to people from other cultural heritages and backgrounds as focus individuals 	Class teachers	Throughout Cycle A and B	Various	<ul style="list-style-type: none"> • Children are able to demonstrate knowledge about the achievements of a variety of individuals showing that they are understanding their equal input
Develop our RE curriculum to ensure that links to other faiths and cultures are explicit	<ul style="list-style-type: none"> • Revisit the Diocese RE curriculum to ensure that links and differences between Christianity and other world faiths are made explicit • Ensure that visits to other places of worship are planned into the curriculum 	Class teachers	Throughout Cycle A and B	N/A	<ul style="list-style-type: none"> • Children are able to confidently discuss other faiths

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff.

- This must include pupils' access to a balance of male and female staff at all key stages where possible
- We encourage the career development and aspirations of all school staff
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils.
- Access to opportunities for professional development is monitored on equality grounds.