South Wellfield First School

Equality Statement

At South Wellfield First School, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age 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 ability to participate fully in school life. We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which champions respect for all.

At South Wellfield First School, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us.

Equality in Teaching and learning

We provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement. We do this by:

- Ensuring equality of access for all pupils and preparing them for life in a diverse society
- Using materials that reflect the diversity of the school, population and local community without stereotyping
- Promoting attitudes and values that challenge any discriminatory behaviour or prejudice
- Providing opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Seeking to involve all parents in supporting their child’s education
- Utilising teaching approaches appropriate for the whole school population which are inclusive and reflective of our pupils.

Equality in Admissions and Exclusions

Our admissions arrangements are fair and transparent and do not discriminate on the grounds of race, gender, religion, belief, disability and/or socio-economic background.

Equal Opportunities for Staff

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. We are keen to ensure that the staffing of the school reflects the diversity of our community.
Our School Population

- 348 children on roll from Nursery to Year 4
- 13% of our children are on the SEND register with a range of needs including Autism Spectrum Disorder, hearing impairment, cognition and learning needs, social and emotional needs, speech and language needs.
- 10% of our children are classified as disadvantaged.
- 94% of our children are White British. The remaining 6% of our children come from a range of different ethnic backgrounds.
- 98% of our children speak English at home as their first language

Please note that this policy should be read in conjunction with the following policies:
- Admissions
- Anti-Bullying
- Accessibility
- Behaviour for Learning
- SEND
Equality Statement and Objectives

At SWF we are committed to:

- promoting equality of opportunity
- eliminating discrimination and harassment
- valuing diversity and promoting positive relationships
- providing an inclusive education which enables all pupils to develop their full potential
- meeting the requirements of the Equality Act 2010.

The Equality Act 2010

The Equality Act 2010 replaces previous anti-discrimination legislation with a single Act. The Equality Duty is set out in section 149 of the Act. It replaces the three previous public sector equality duties – for race, disability and gender – and covers the following protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership (but only in respect of eliminating unlawful discrimination)
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

We ensure that we have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act
- advance equality of opportunity between people who share a characteristic and those who don’t
- foster good relations between people who share a characteristic and those who don’t.

School Policies

Single Equality Policy

Click here to view more policies

The Governing Body will ensure, that in the cycle of policy reviews, that policies and practices are scrutinised to identify the effects they have on individuals or groups of people in relation to equality.

Aims of the School

At Glebe we aim to:

- inspire enthusiasm for learning and achieving,
- guide the development of responsible citizens,
- build lasting memories.

Values and Beliefs
We are an inclusive ‘Rights Respecting School’ where pupils, parents, staff, governors, and local services work in partnership to meet the needs of the community. We celebrate the positive contribution made by different social, ethnic and linguistic groups.

We believe that members of our community should:

- have an entitlement to a quality education within a safe, attractive, clean and orderly learning environment,
- have access to a broad, balanced and challenging curriculum,
- enjoy learning, achieve high standards and reach their potential,
- be taught and supported by highly skilled and motivated staff,
- be valued, respected and treated fairly,
- show tolerance and respect towards others,
- receive praise and encouragement and grow in confidence,
- be responsible for their own learning and behaviour,
- understand the need for good personal relationships and healthy living,
- have access to a full range of extended services including childcare, health and social care, lifelong learning, family learning, study support and an out of hours programme of sports and arts activities,
- be enabled to make a positive contribution to the community and the wider world.

Staff and governors demonstrate our values and commitment to equality by:

- ensuring acceptable behaviour,
- responding to incidents and complaints in a proactive way,
- providing access to services, facilities and information,
- recruiting and employing people fairly,
- meeting specific needs.

Equality Objectives

- To promote pupils spiritual, moral, social and cultural development through appropriate curricular opportunities, with particular emphasis on promoting equality and diversity.
- To diminish the differences between boys and girls in reading, writing and mathematics by the end of KS2.
- To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.
Equality Statement

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

- Eliminate Discrimination
- Provide Equality of Opportunity
- Foster Positive Relationships

Our Aim
At Borrow Wood Primary School we aim to promote equality and develop positive relationships, by tackling any form of discrimination. We seek to remove any barriers that may prevent children from participating in all aspects of all life, making progress and achieving their full potential. We seek to remove barriers to access and participation that may prevent parents and carers being fully involved in the wider education of their child at school.

At Borrow Wood Primary School our aim is to ‘bring out the best in everyone’ by:

- Ensuring that everyone is treated fairly and respectfully.
- Making our school a safe and secure place for everyone.
- Recognising that people have different needs, and we understand that treating people equally does not always involve treating them the same.
- Ensuring that no-one experiences less favourable treatment or discrimination because of:
  - Age
  - Disability
  - Race
  - Gender
  - Gender identity
  - Religion or belief
  - Sexual identity and orientation
  - Marriage or civil partnership
  - Pregnancy/maternity

We aim to:
- Provide a safe environment where there is a strong focus on high expectations and challenge to improve outcomes for all our children.
- Provide a learning environment where all learners learn to be independent and resilient with the support of those around them.
- Prepare children for life in a culturally diverse society where the children are able to be confident in understanding their place and responsibilities in their local, regional, national and international communities.
• Include and value the contribution of all families to our understanding of equality and diversity with a clear focus on the participation of children and parents in decision-making.
• Provide positive non-stereotyping information about different groups of people regardless of protected characteristics under the law (age, disability, gender, gender identity, race, religion or belief, sexual orientation, marriage or civil partnership and pregnancy/maternity)
• Plan systematically to improve our children’s understanding and promotion of diversity
• Actively challenge all types of discrimination.
• Ensure that positive messages and actions about inclusion, equality and diversity are part of our daily practice.

To achieve these aims we will:
• Work closely with other agencies to actively promote inclusion, equality and diversity.
• Involve stakeholders in the development, review, evaluation, and impact assessment of relevant improvement plans, policies and procedures.
• Publish and share our policies and impact assessments with the whole community.
• Collect and analyse data to ensure all groups are progressing well and no group is disadvantaged.
• Use all available information to set suitable learning challenges, respond to children’s individual needs and support children in overcoming potential barriers to their success.
• Ensure that the broader school curriculum promotes and celebrates inclusion, equality and diversity.
• Maintain high expectations of behaviour which demonstrate respect to others.
• Ensure that all reasonable adjustments are made to ensure equality of opportunity with respect to disability or varying needs.
• Apply a graduated approach to identifying and supporting pupils and students with SEND.
• Have a co-ordinated assessment process towards an Education, Health and Care plan (EHC plan) for those children identified as having significant and complex needs, where families are fully involved in planning, commissioning and reviewing services.
• Actively promote parent/carer engagement to monitor that needs are met and provision is appropriate.

Our School Population December 2019
• 369 children on roll from Nursery to Year 6
• 9% of our children are on the SEND register with a range of needs including Autism Spectrum Disorder, hearing impairment, cognition and learning needs, social and emotional needs, speech and language needs.
• 13% of our children are classified as disadvantaged.
• 91% of our children are White British. The remaining 9% of our children come from a range of different ethnic backgrounds.
• 97% of our children speak English at home as their first language.

The Odyssey Collaborative Trust Equality and Diversity Policy can be downloaded belo