



Equality & Inclusion Statement | 2020/21

For Woodhall Primary School, part of the Unity Schools Partnership

This policy should be read in conjunction with:

- SEND Information Report
- Safeguarding Policy
- Anti-Bullying Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Intimate Care Policy
- Sex and Relationships Education Policy

Date of Review:	July 2020
It was ratified by the Woodhall Primary School Local Governing Body on:	
Date of next Review:	July 2021

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INTRODUCTION

At Woodhall Primary School, we pride ourselves on providing a centre of learning excellence that is based on positive relationships. Through these, children's curiosity about the world is ignited and a passion to pursue opportunities is unleashed.

Under the Equality Act 2010 (Section 149), schools are required to have regard to:

1. Eliminating unlawful discrimination, harassment and victimisation
2. Advancing equality of opportunity between those who share a protected characteristic and those who do not
3. Fostering good relations between those who share a protected characteristic e.g. disability, race, religion, belief, gender assignment, sexual orientation, pregnancy or maternity, and those who do not.

For us this means:

- Decision makers 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
- The Public Service Equality Duty (PSED) has to be integrated into the carrying out of the school's functions, and the analysis necessary to comply with the duty has to be carried out seriously, rigorously and with an open mind

GUIDING PRINCIPLES

1. Ensuring equality of opportunity and participation

- All staff are aware of the school's Equality and Inclusion Statement
- The abilities of all children regardless of race, gender or disability are recognised and encouraged. Children's curiosity, talents and abilities are encouraged and nurtured through a broad, balanced and engaging curriculum, that includes structured activities and events
- We have an inclusive approach to ensuring all children are given the opportunity to make a positive contribution to the life of the school, e.g. through involvement in one of the school's elected councils, participating in fundraising events, school productions etc.
- All children, regardless of need, take part in all aspects of the curriculum. These include educational visits and journeys, lunchtime activities, PE and dance and assemblies

- Our extended school activities take account of children's needs and are accessible to all and reflect the diversity of the school population in terms of race, gender, disability and socio-economic status
- Staff, children, parents and carers will continue to be involved in the future development of the Equality & Inclusion Statement through input and feedback from surveys, staff meetings, school council meetings etc.

The school will provide:

- Additional support for children who require it, in order to make progress in their learning and/ or their personal well-being
- Additional support for parents/ carers will be provided when and where appropriate
- Additional support for disabled parents/carers and staff will be given to help them play a full part in the life of the school.

2. Promoting positive attitudes and meeting needs

The school will:

- Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor displays
- Provide reasonable means for children, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities
- Provide extended services, with opportunities for children, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups
- Support disabled children in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings
- Help children to understand others and value diversity
- Promote shared values and an awareness of human rights
- Develop skills of participation and responsible action.

3. Eliminating discrimination and harassment

The school will:

- Adhere to clear procedures on anti-bullying which include equality perspectives
- Support staff to challenge and address any bullying and harassment that is based on a person's race, gender, sexuality, disability or ethnicity

- Keep a record and report how these incidents are dealt with to the governing body on a termly basis
- Review its approach to race, gender, sexuality, disability or ethnicity bullying and harassment whenever it reviews its policy on behaviour.

EQUALITY OBJECTIVES

To help eliminate discrimination, increase opportunities for all and foster good relations the school as agreed the following equality objectives:

1. Promote attitudes and values that challenge discriminatory behaviour and/ or prejudice
2. Provide opportunities for children to appreciate their own culture and celebrate the diversity of other cultures
3. Raise aspirations by broadening children's knowledge of career options

These objectives will be updated at least every 4 years. The deadline for these current objectives to be updated is March 2022.

MONITORING IMPACT

The school will collect and analyse evidence and data on children's achievement, attendance and participation by race, gender and disability, and use this to inform strategies to raise achievement

Impact to date

1. Promote attitudes and values that challenge discriminatory behaviour and/ or prejudice

Through the work conducted with the children in assemblies, across the general curriculum and in small targeted groups, attitudes and values towards diversity are extremely positive. This is supported by:

- 100% of respondents to the last Parent View survey said they Agreed or Strongly Agreed that they child felt happy at school
- 99% of respondents to the last Parent View survey said they Agreed or Strongly Agreed that they child feel safe at school
- Only 1% of respondents to the last Parent View survey said they Disagreed that the school deals effectively with bullying and discriminatory behaviour
- There were no reported discriminatory or prejudice related incidents during the last academic year

2. Provide opportunities for children to appreciate their own culture and celebrate the diversity of other cultures

The school's curriculum, in addition to the range of opportunities offered, enable children to learn and be curious about the world in which they live. Opportunities for children to appreciate their own and different cultures include:

- Success for All reading materials include a vast array of folk tales and stories from other countries and cultures
- Project weeks provide an opportunity for children to explore their own and different cultures. Areas of study have included '50', which explored British culture over the last 50 years, '*Moon Landing*', which looked at the history of space travel and the impact of the moon landing.
- Assemblies covered key events and anniversaries e.g. Black History Month.

3. Raise aspirations by broadening children's knowledge of career options

Momentum in raising career aspirations has been slower in coming, but it is intended that this will be given a greater focus in 2020/21.

MONITORING AND REVIEW

The governing body will report annually to parents/ carers on the effectiveness and success of its Equality and Inclusion Statement.

Staff's knowledge of this statement is monitored by governors during monitoring sessions, while the headteacher reports on the statement at governing body meetings.

This current statement is reviewed annually by the headteacher and the governing body. The next review is due in September 2021.