



EQUALITIES POLICY

Revised March 2023

Aims of Policy

Water Primary, a small school with a big heart. In our Water family, we encourage passionate curiosity and a deeper understanding of the world around us in an environment where everyone is valued, empowered and achieves their full potential.

Water Primary School is an inclusive school where we focus on the wellbeing and progress of every child and where all members of our school community are of equal value. This Equality policy outlines the commitment of the staff, pupils and governors of Water Primary school to ensure that equality of opportunity is available to all members of the school community. We treat everybody equally but not always the same; we have a great understanding to tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community.

These include:

- Pupils
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

Every member of the school community should feel safe, secure, valued and of equal worth. At Water Primary school, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it
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Having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

We pride ourselves on our inclusive ethos and community involvement. We engage in many activities at local, national and international levels to raise pupil's awareness of a diverse and ever-changing world. We are

currently working towards gaining the Lancashire Equality Mark and we regularly fundraise for charitable causes such as the hospice, Children in Need, Comic Relief, RAFT foodbank and individuals in need throughout the community.

- At Water. Primary School, the leadership of the school community will demonstrate mutual respect between all members of the school community.
- There is an *openness* of atmosphere which welcomes everyone to the school.
- All within the school community will challenge any type of discriminatory and/or bullying behaviour, eg through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions.
- All children are encouraged to greet visitors to the school with friendliness and respect.
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored.
- Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities.

School in Context

Water Primary is a small school based in rural Lancashire. The village itself is small and is situated between Burnley and Rawtenstall. The ethnic make – up of the school is mainly white British and only 1.5% of the school population has English as an additional language. The school currently has 6 classes and 21 members of staff.

The school admits children from 4 to 11 years old. It is a smaller than average sized primary school with:

- 137 children on role

Disability:

- At present we currently have no children with any physical disabilities however do have children who require some medical support as part of their SEND.

Teaching staff comprises of:

- 4 full-time teachers and 4 part-time staff.
- 7 are female and 1 are male.

Classroom support staff comprises of:

- 12 teaching assistants, 1 of whom is bi-lingual
- 9 are female and 3 are male.

Other Staff:

- Headteacher
- Office Manager
- Site supervisor
- 2 female and 1 male.

The majority of the school building is on one level and can be accessed with ease however there are two classrooms and the staffroom which are situated on an upstairs level. Currently all staff and pupils are able to access these rooms.

SCHOOL CONTEXT (Jan 2023)

Total number of pupils on roll	137
Girls	62
Boys	75
Disadvantaged (Pupil Premium)	23
Free school meals (Ever 6)	23
English first language	2
%SEND support	16
Children with an EHC plan	4
Children looked after	2 Post Adopted
Child in need, Early Help Plan, Child Protection	1
Attendance	96%
Classes	6

Legislation and Guidance

This document refers to the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

Other supporting documents are Department for Education (DfE) guidance: The Equality Act 2010 and schools: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

and the Equality and Human Rights Commission: Technical Guidance for Schools: <https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-england>

Roles and Responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Tracy Cuthbertson

They will:

Meet with the designated member of staff for equality and other relevant staff members, to discuss any issues and how these are being addressed

Ensure they're familiar with all relevant legislation and the contents of this document

Attend appropriate equality and diversity training

Report back to the full governing board regarding any issues

The headteacher will:

Promote knowledge and understanding of the equality objectives amongst staff and pupils

Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8. All staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues

All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour

We will take steps to ensure all visitors to the school adhere to our commitment to equality.

Eliminating discrimination

At Water Primary School, we recognise that all members of the school and our wider community are of equal value. The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting, it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

The Headteacher is responsible for monitoring equality issues, aided by our equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

Advancing equality of opportunity

Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)

Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)

Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

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 (e.g. declines in incidents of homophobic or transphobic bullying)

Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

Fostering good relations

As a school we believe that should treat each other with care, respect and kindness, and that strong positive relationships make a great school. We aim 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 a lead in such assemblies, and we will also invite external speakers to contribute

Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community

Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school 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 sports clubs. We also work with parents to promote knowledge and understanding of different cultures

We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

Publicising the Policy and Plan

This policy will be available to view on the school website. Parents will be notified of where to find the policy and plan.

Equality Objectives

Please see separate Equality Plan.

Monitoring Arrangements

We will review and update the equality information we publish at least each year to demonstrate how we are meeting the aims of the general public sector equality duty and to evidence progress made towards our equality objectives. Our objectives will be drawn up and published by the Governing Board at least every 4 years.

Considering Equalities in Decision Making

Our school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis. We keep a written record to show we have considered equality issues and asked relevant questions about the impact of our decisions on different groups in the school community.

