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# Windmill Hill Primary School

## Policy Document

### EQUALITY POLICY

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	<b>Adoption date</b>	<b>7 June 2016</b>	
	<b>Governors' meeting / minute number</b>	<b>8</b>	
	<b>Staff member responsible</b>	<b>J Grantham</b>	
	<b>Governor responsible</b>	<b>J Hoyland</b>	
	<b>Statutory / school policy</b>	<b>Statutory</b>	
	<b>Review period / date</b>	<b>4 years – 2020</b>	
	<b>Chair of Governor's signature</b>	<b>Katy Davison</b>	
	<b>Headteacher's signature</b>	<b>J Grantham</b>	

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## Policy statement

At Windmill Hill we recognise and take seriously our responsibilities under the Equality Act 2010. Our policy and procedures are guided by DfE guidance ***The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities May 2014***

We recognise that it is unlawful to discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions,
- in the way it provides education for pupils,
- in the way it provides pupils access to any benefit, facility or service or
- by excluding a pupil or subjecting them to any other detriment.

We recognise that it is unlawful for a school to discriminate against a pupil, prospective pupil or member of staff by treating them less favourably because of their:

- age
- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity
- marriage / civil partnership

This list of characteristics is referred to throughout as the ***protected characteristics***.

We recognise and understand that it is unlawful to discriminate because of the protected characteristics of another person with whom the pupil is associated. So, for example, we will not discriminate by refusing to admit a pupil because his parents are gay men or lesbians.

## **Internal Procedures and Practice**

In fulfilling the requirements referred to above, our practice is referenced to our whole school values and characteristics:

- **UNDERSTANDING** – we provide a curriculum and wider opportunities to develop understanding of our differences
- **RESPECT** – we respect people regardless of their age, sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity or marriage / civil partnership
- **APPRECIATIVE** – we appreciate and celebrate our similarities and differences
- **FAIR** – we treat all people fairly
- **CONSIDERATE** – we show consideration to others and make sure their needs are taken into account

- **TOLERANT** - we are tolerant of our different beliefs and backgrounds
- **POSITIVE** – we encourage positive relationships across all groups of people in our school community
- **SUPPORTIVE**- we support others; making sure their needs are effectively met
- **PATIENT** – we show patience to those who need adjustments and additional arrangements to be successful

We ensure that the values and characteristics listed above apply to the full range of our policies and practices, including those that are concerned with:

- learners' progress, attainment and achievement
- learners' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

### **The curriculum**

Our Social, Moral, Spiritual & Cultural curriculum (including PSHE & RE) will provide opportunity for children to explore the range of similarities and differences between people and to challenge perceptions and stereotypes to remove discrimination.

We will keep our curriculum provision under review to ensure that the issues included are relevant to the circumstances of our children and the community. We will ensure the content of this curriculum does not discriminate or make any person feel excluded or victimised.

### **Acts of worship**

The mandatory daily act of collective worship will, in line with statutory guidance, be of a broadly Christian nature. We will also include opportunities for children to learn about the religious festivals from a range of faiths.

### **Provision relating to disability**

The overriding principle of equality legislation is generally one of equal treatment - i.e. that you must treat a black person no less well than a white person, or a man as favourably as a woman. However, the provisions relating to disability discrimination are different in that you may, and often must, treat a disabled person more favourably than a person who is not disabled and may have to make changes to your practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what you offer to the same extent that a person without that disability can. So in a school setting the general principle is that you have to treat male and female, black and white, gay and straight pupils equally - but you may be required to treat disabled people differently. Discrimination is also defined rather differently in relation to disability.

Schools must make all reasonable adjustments to ensure a person with a disability can access the same provision as their peers. Schools have a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through Special Educational Needs (SEN) statements or Education Health Care Plans (EHCP) or from other sources.

The school will produce an annual accessibility plan to ensure it is considering fair access to provision.

### **Dealing with prejudice and prejudice-related bullying**

The school is opposed to all forms of prejudice which stand in the way of fulfilling our duties in relation to equality; as such the school addresses any arising incidents applying the principles detailed in the school's anti-bullying policy.

### **Reporting incidents**

Any prejudice incidents will be reported directly to Sheffield City Council using the appropriate reporting methods.

Termly reports to the school's governing body will include any incidents of a prejudiced nature.

### **Roles and responsibilities**

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plan are implemented.

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles set out above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

### **Communicating information**

We ensure that the content of this policy is known to all staff and governors. A copy is available on our school website and is available, by request, to parents and carers.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

### **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.

### **Breaches of the policy**

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and governing body.

### **Monitoring and evaluation**

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language and gender.

This information is reported to the governing body and any issues reflected in our school improvement plan.