



Winshill Village Primary School
Learning Without Limits!

Equality Policy Statement 2023-2024

School Aims and values

Our core moral purpose is encapsulated in our vision statement: *Learning Without Limits!* We believe that every child has the right to the best possible learning experience, providing them with superb knowledge, skills and understanding through an inspiring learning adventure. We have high aspirations for every child in our school, and strive to ensure that every second of their journey is magical, memorable and of the highest possible standard – we pitch for world class in all that we do.

We use the mnemonic 'DREAM BIG' to encapsulate our core values:

Determination
Relationships
Empathy
Aspiration
Motivation
Belief
Inspiration
Growth

These are embodied in all we do and strive to achieve.

Aims of the policy

Equality of opportunity at Winshill Village Primary School is about providing equity and excellence for all in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the school community – pupils, staff, governors, parents and community members.

We aim to promote equality of opportunity and foster good relations across all aspects of school life. We do this by:

- Creating an ethos in which pupils and staff feel valued and secure;
- Building self-esteem and confidence in our pupils, so they can use these qualities to achieve their full potential and become rounded citizens of the wider community;
- Have consistent expectations of the pupils and their learning;
- Removing or minimising barriers to learning, so that all pupils can achieve;
- Ensuring that our teaching takes into account the learning needs of all pupils through our curriculum and lesson planning;
- Actively tackling discrimination and promoting equality through our curriculum;
- Making clear to our pupils what constitutes aggressive and discriminatory behaviour;
- Ensuring class and school resources reflect society as a whole;
- Has clear procedures for dealing with discriminatory incidents and that these are understood by all; and
- Ensure all pupils develop mutual respect through the school ethos, learning opportunities and adult example.

These aims are designed to ensure that the school meets the needs of all of its community, taking account of the nine protected characteristics; age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in modern British life.

The school's commitment to equality for all

- Ensuring that all pupils and staff are encouraged and able to achieve to their full potential;
- Respecting and valuing differences between people;
- Preparing pupils for life in a diverse society;
- Acknowledging the existence of discrimination and taking steps to prevent it
- Making the school a place where everyone, whether they have a protected characteristic or not, feel welcomed and valued;
- Promoting good relations between groups within the school and the wider community;
- Ensuring that an inclusive ethos is established and maintained;
- Opposing all forms of discrimination and harassment;
- Being proactive in tackling and eliminating unlawful discrimination.

School ethos

The school opposes all forms of racism, harassment, prejudice and discrimination, publicly supports diversity and actively promotes good personal and community relations. Diversity is recognised as having an essential role to play within the school as we seek to create understanding and well-informed citizens for a better Modern Britain.

In support of this, staff foster a positive atmosphere of mutual respect and trust among pupils from all groups, promoting this through explicit and implicit learning opportunities and expectations of themselves, learners and the wider community.

In addition, the school gives due regard to the requirements of different groups, and celebrates difference and diversity. This is enabled in a variety of ways, including:

- meeting dietary and dress requirements of different groups subject to health and safety regulations;
- enabling pupils and staff to celebrate festivals and other events relevant to their particular diversity and actively encourages all pupils to understand these.
- dealing with all forms of bullying and harassment promptly, firmly and consistently.

All forms of harassment are recorded, monitored and dealt with in line with relevant school policies; pupils, staff and parents are aware of the procedures for dealing with intolerant behaviour and that such behaviour is always unacceptable.

2023-24 equality objectives

Each year the school will set specific equality targets to improve the provision set out within this policy.

School equality objectives for 2023-2024 are:

1. Further accelerate the achievement of SEN/Disabled learners, together with those in receipt of Pupil Premium, through enhancing the range of teaching strategies and provision so that their needs are astutely met, resulting in their accelerated achievement.
2. Further engaging all learners in the learning process, listening to their views and tailoring learning accordingly.
3. Further enhance the quality of EYFS so that all pupils, regardless of their starting point, make excellent progress. To ensure that all learners experience an inspiring learning adventure which is personalised to their needs and to enable them to learn through structured play experiences.

What sort of school are we?

Winshill Village is located in Winshill, on the outskirts of Burton on Trent. The school attracts learners from a relatively small area, although there are several learners who attend the school who live well beyond its catchment. The school is almost at capacity and is oversubscribed in some year groups. There are a range of languages spoken by children and families.

There is a very low amount of learner mobility out of the school and the school is regularly asked to accept pupils with additional needs. Often, these learners join the school as a result of a failed placement elsewhere.

Aims of the Equal Opportunities Policy

Equality of opportunity at Winshill Village Primary is about providing equality and excellence for all in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the school community - learners, staff, governors, parents and community members.

These aims are designed to ensure that the school meets the needs of all, taking account of gender, race or ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances.

It is important that in this school we meet the diverse needs of learners to ensure inclusion for all and that all learners are prepared for full participation in modern Britain.

All children at our school have unique talents and differences which are all equally valued. We have high expectations of all of our learners; all of whom are entitled to the opportunity to achieve and make the best possible progress.

Equal opportunities is a fundamental and basic human right that should pervade everything we say, do or think.

Within the school, staff will ensure that each unique child is at the heart of everything we do in school.

The school's Commitment to Race Equality

As a school, we are wholeheartedly committed to Race Equality. We aim to:

- ensure that all learners and staff are encouraged and able to realise their limitless possibilities;
- respect and value differences between people;
- prepare learners for life in a diverse society;
- acknowledge the existence of racism and take steps to prevent it;
- make the school a place where everyone, irrespective of their race, colour, ethnic or national origin, feels welcomed and valued;
- promote good relations between different racial groups within the school and within the wider community;
- ensuring that an inclusive ethos is established and maintained;
- opposing all forms of racism, racial prejudice and racial harassment;
- being proactive in tackling and eliminating unlawful discrimination.

This policy contains explicit and specific statements which reflect the school's commitment to promote race equality.

Leadership and Management

- School policies reflect a commitment to equal opportunities, including race equality.
- The governing body and school management set a clear ethos which reflects the school's commitment to equality for all members of the school community.
- The school promotes positive approaches to valuing and respecting diversity.
- The school management will work in partnership with others to promote equality of opportunity and oppose all forms of oppressive behaviour, prejudice and discrimination.
- All staff contribute to the development and review of policy documents. The school ensures the involvement of governors and takes appropriate steps to enable the contribution of parents.
- The evaluation of policies is used to identify specific actions to address equality issues.
- Teaching and curriculum development are monitored to ensure high expectations of all learners and appropriate breadth of content in relation to the school and the wider community.
- Any additional grants and resources (such as those provided for minority ethnic and Traveller learners) are appropriately targeted and monitored.

Staffing : Recruitment and Professional Development

- The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties, Trust requirements and Local Authority guidelines.
- Steps are taken to encourage people from underrepresented groups to apply for positions at all levels in the school.
- Steps are taken to ensure that everyone associated with the school is informed of the contents of this policy. New staff are familiar with it as part of their induction programme.
- The skills of all staff, including support and part-time staff are recognised and valued. All staff are given status, support and are encouraged to share their knowledge.
- Regular professional learning activities are available for all staff members to support their practice in relation to this policy.
- Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.

Curriculum

Curriculum planning takes account of the ethnicity, backgrounds and needs of all learners. The curriculum builds on learners' starting points. Every learner is treated as an individual and their needs addressed.

The school monitors and evaluates its effectiveness in providing an appropriate curriculum for learners of all backgrounds.

Equal opportunities are an integral part of the whole curriculum. We demonstrate our commitment to developing equal opportunities through our school ethos and values, for children and staff. Our advocacy and promotion of mutual understanding and respect throughout our school curriculum and beyond encourages the personal development of positive values and attitudes concerning equal opportunities. This should also value and support the cultural, linguistic, social, religious, personal and emotional experience of all children and adults.

Each topic taught as part of the curriculum (and in discrete PSHE learning) is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social, and cultural development of all learners.

Extra-curricular activities and special events cater for the interests and capabilities of all learners and take account of parental concerns related to religion and culture.

Teaching and Learning

- Personalisation is at the heart of all that we do, for all learners. For those who have specific needs (e.g. SEN or disadvantaged) the SENDCO and Senior Leadership Team coordinate a bespoke package of learning to support accelerated progress.
- Teachers ensure that the classroom is an inclusive environment in which learners feel all their contributions are valued.
- All learners have access to the mainstream curriculum.
- Teaching is responsive to learners' different learning styles and takes account of learners' cultural backgrounds and linguistic needs.
- Teachers take positive steps to include all groups or individuals.
- Learner grouping in the classroom is planned and varied. Allocations to teaching groups are kept under continual review and are analysed by ethnicity, gender and background.
- Teaching styles include collaborative learning so that learners appreciate the value of working together.
- All learners are encouraged to question, discuss and collaborate in problem solving tasks.
- Teachers encourage learners to become independent and to take responsibility for their own learning.
- Teachers challenge stereotypes and foster learners' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.
- Resources and displays reflect the experience and backgrounds of learners, promote diversity and challenge stereotypes in all curriculum areas. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

Assessment, Learner Achievement and Progress

- All learners have the opportunity to achieve their highest standards. Baseline and prior knowledge assessment is used appropriately for all learners. The school ensures that assessment is free of gender, cultural and social bias, and that assessment methods are valid.
- The school monitors and analyses learner performance at an individual level. Consequently, the school is able to identify individuals and groups of learners where there are patterns of underachievement, but most importantly the robust processes in place mean that no learner is missed.
- Staff have very high expectations of all learners and they continually challenge them to extend their learning and achieve higher standards. The school recognises and values all forms of achievement.
- Self-assessment provides all learners with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.
- All learners have full opportunities to demonstrate what they know, understand and can do and therefore, to benefit from assessment which summarises what they have learnt. Information from assessment is used to inform future learning.
- Staff use a range of methods and strategies to assess learner progress.

(See also the *Assessment and Feedback Policy*)

School Ethos

The school proactively and vigorously opposes all forms of racism, harassment, prejudice and discrimination.

- The school publicly supports diversity and actively promotes good personal and community relations. Diversity is recognised as having a positive role to play within the school.
- Staff foster a positive atmosphere of mutual respect and trust among learners from all ethnic groups.
- The school caters for the dietary and dress requirements of different religious groups.
- The school enables learners and staff to celebrate festivals and other events relevant to their particular faith and actively encourages all learners to understand these.
- Clear procedures are in place to ensure that staff deal with all forms of bullying and harassment promptly, firmly and consistently. Actions taken are in line with relevant LA policies and guidance such as those for anti-bullying and dealing with racist incidents.
- All forms of harassment are recorded, monitored and dealt with in line with relevant school and local authority policies.
- Learners, staff and parents are aware of the procedures for dealing with intolerant behaviour and that such behaviour is always unacceptable.
- Staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice.
- All children have an equal chance to be class helpers, learning 'experts', buddies, mentors, assistants to staff at lunchtimes and playtimes together with members of the Junior Lead Learning Team.

Behaviour, Discipline and Exclusions

- The school expects high standards of behaviour from all learners.
- Any exclusions are monitored by gender, ethnicity, special educational need and background and action is taken in order to reduce any disparities between different groups of learners.
- The school's procedures for disciplining learners and managing behaviour are fair and applied equally to all.
- It is recognised that cultural background may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour.
- All staff operate consistent systems of rewards and discipline as stated within the school's Empowering Exceptional Learning Behaviour Policy.
- Children are all treated equally and are rewarded according to their own efforts and behaviour, although we strive for every child to be intrinsically motivated to behave well.
- Learners, staff and parents are aware of procedures for dealing with harassment. They know that any language or behaviour which is racist, sexist, homophobic or potentially damaging to any minority group is always unacceptable and know how to report this.

Personal Development and Pastoral Care

Pastoral support takes account of religious and ethnic differences. The school provides appropriate support for learners learning English as an additional language and encourages them to use their home and community languages. Appropriate support is given to victims of harassment and intolerant behaviour, using the support of external agencies where appropriate. The perpetrators are dealt with in accordance with school policies and provided with relevant support to consider and modify their behaviour.

Admissions and Attendance

The admissions process is monitored to ensure that it is administered fairly and consistently to all learners, so that learners from particular groups are not disadvantaged.

Comprehensive information about learners' ethnicity, religion, physical needs, and medical needs is included in all admissions forms.

The school and families are aware of their rights and responsibilities in relation to learner attendance and absence is always followed up by appropriate personnel who are aware of community issues. Provision is made for leave of absence requests for religious observance which includes staff as well as learners.

Provision is made for learners on extended leave so that they are able to continue with their learning. Attendance is monitored by gender, ethnicity, special educational need and background and action is taken in order to reduce any disparities between different groups of learners.

Partnership with Parents and the Community

Progress reports to parents are accessible and appropriate, in order to ensure that all parents have the opportunity to participate in the dialogue.

All parents are encouraged to participate at all levels in the full life of the school, including through the PTFA.

The school works in partnership with parents and the community to develop positive attitudes to diversity and to address specific incidents.

Information material for parents is easily accessible in user friendly language. Every effort would be made to provide information in languages and formats other than English as appropriate.

Meetings for parents are made accessible for all. Parental involvement is monitored to ensure the participation of all groups.

Informal events are designed to include the whole community.

The school's premises and facilities are equally available and accessible for use by all groups within the community.

Responsibilities

The Headteacher is the member of staff responsible for co-ordinating work in equal opportunities. He is also responsible for recording and dealing with discriminatory incidents.

The Governing Body and Headteacher will ensure that:

- the school complies with all relevant equalities legislation;
- The policy and related procedures and strategies are implemented.

The Headteacher will further:

- apply equal opportunities legislation and guidance in the school's appointment processes and general procedures;
- ensure the application of the admissions policy;
- Ensure that all staff are aware of their responsibilities under the policy.

The Headteacher and members of the Core Lead Learning Team will:

- ensure equal opportunities issues are included in the Strategic School Enhancement Plan
- Assess the impact of the Policy and communicate the outcomes to the Governing Body.

The Leader with responsibility for the Curriculum will:

- Co-ordinate the curriculum in conjunction with Learning Implementation Team leaders/members to ensure equality of opportunity is represented in the core and connected curriculum.

Teaching staff will:

- ensure the implementation of this policy within the classroom and in their own dealings with staff, children and the school community;
- contribute to discussions about equal opportunity issues;
- reflect on their own procedures and routines to ensure that children are treated equitably
- Refer incidents and concerns, where appropriate, to the headteacher – including all discriminatory incidents/suspected incidents.

All school staff will:

- set an example in terms of their treatment of one another and display of tolerance and understanding towards the beliefs and cultures of others;
- be vigilant for all types of discriminatory incidents and act upon them;
- Proactively encourage learners to challenge stereotypical roles and prejudice.

The Learning Environment and Resources

Resources are purchased, prepared and selected which are free from gender or cultural bias. Regular audits of resources help ensure appropriateness and relevance. Resources found to present bias may be used as a starting point for discussion to raise issues. Such resources will be kept for this purpose only and others completely removed from use. Displays in classrooms and around the school aim to reflect positive images and diversity.

Monitoring and Review

This policy will be regularly monitored and reviewed to ensure that it does not disadvantage particular sections of the community.

The effectiveness of the policy will be evaluated annually by the Lead Learning Team and reported to the Governing Body through the termly Headteacher's Report.

Monitoring will involve:

- collecting and analysing data to measure the school's performance and effectiveness;
- monitoring attainment and progress by racial group, analysing it and using it to examine trends;
- monitoring other areas that could have an adverse impact on learners' attainment such as exclusions, rewards and sanctions, attendance, racial harassment and bullying, parental involvement and membership of the governing body.

In particular, monitoring data will help to:

- highlight any differences between learners of different racial groups;
- ask why these differences exist and test the explanations given from different ethnic groups;
- decide what further action needs to be taken to improve the performance of learners.

This will be informed by reviewing available evidence linked to the following questions:

1. Does the school help all its learners to achieve as much as they can, and get the most from what is on offer, based on their individual needs?
2. Which groups of learners are not achieving as much as they can? Why not?
3. Is the school making sure that its policies, including its Equal Opportunities/Race Equality policy, are not having an adverse impact on learners, parents, staff or some racial groups?
4. How does the school explain any differences? Are the explanations justified? Can they be justified on non-racial grounds, such as English language difficulties?
5. What is the school doing to raise standards, and promote equality of opportunity for learners who seem to be under-achieving and who may need extra support?
6. What is the school doing to:
 - a. prevent or deal with racism?
 - b. prepare learners for life in a multi-ethnic society?
 - c. promote race equality and harmony?
7. What changes does the school need to make to relevant policies, their aims, and any related targets and strategies?

Development including Professional Learning

As a school we aim to:

- Work with staff to ensure their continued professional learning in the understanding of the Equality Act 2010 to ensure they can apply the Act in real and meaningful social contexts, thus developing their understanding of equal opportunities.
- Ensure staff have access to INSET, resources and time to develop good equal opportunities practice.
- Ensure that governors are aware of their legal responsibilities.
- Build a bank of resources, literature and artefacts to support the equal opportunities curriculum and understanding of Difference and Diversity.
- Consider cross-curricular issues such as equal opportunities and children's rights throughout all areas of learning within the curriculum.

Published Equality Statement

In line with statutory requirements, an Equality Statement is included on the school's website. This states:

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity.

Within the overall framework of the School Development Plan, we formulate specific and measurable equality objectives. These are kept under review and progress reported on annually.

Accessibility Plan

Improving Access to the Curriculum

The curriculum covers teaching and learning and wider provision embracing after school clubs; leisure, sporting and cultural activities; and school trips. Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training. Curriculum audits can support the school to review patterns of achievement and participation by disabled pupils in different areas of the curriculum, e.g. the inclusion of physically disabled children in PE, and then to identify action to increase participation

Target	Strategy	Outcome	Timeframe	Achievement
Accelerate the achievement of all learners through enhancing the range of teaching strategies and provision so that their needs are astutely met, resulting in their accelerated achievement.	SIP	All learners, irrespective of their starting points, age, gender or needs, make accelerated progress	2023-2024	Accelerated progress for all learners
Further engaging all learners in the learning process, listening to their views and tailoring learning accordingly.	SIP	All learners report feeling included and empowered in their learning and can discuss how they have taken ownership of this	2023-2024	Accelerated progress for all learners
Further enhance the quality of EYFS so that all pupils, regardless of their starting point, make excellent progress. To ensure that all learners experience an inspiring learning adventure which is personalised to their needs and to enable them to learn through structured play experiences.	See EYFS Implementation Plan	All learners, irrespective of their starting points, age, gender or needs, make accelerated progress	2023-2024	Accelerated progress for all learners, including vulnerable groups e.g., those with disabilities

Improving the availability of accessible information to disabled pupils

This part of the duty covers planning to make written information normally provided by the school to its pupils – such as handouts, timetables, textbooks, information about school events – available to those with a disability (including those with significant low reading acquisition levels) . This might include alternative formats such as large print, the use of ICT and the provision of information orally, through lip speaking or in sign language. The information should take account of pupils’ disabilities and views expressed by pupils or their parents about their preferred means of communication. The school should consider how all information normally provided in a written format including work sheets, timetables, school examination papers, newsletters, information about school events, trips and extracurricular provision could be made accessible to all those with a disability.

Target	Strategy	Outcome	Timeframe	Achievement
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Undertake professional learning	Awareness of target group raised	Summer 2023	School is more effective in meeting the needs of pupils.

Improving the physical environment of schools

This strand of the planning duty covers improvements to the physical environment of the school and physical aids to access education. The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, floor coverings, signs, interior surfaces, room decor and furniture. Improvements to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, communication aids, well designed (passive) room acoustics and way-finding systems. The provision of ‘quiet’ areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with learning disabilities. Improved access in existing buildings can often be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms to particular subject specialisms.

Physical aids to access education cover ICT equipment, desks, chairs, writing equipment, science equipment and the like. E.g. through enlarged computer screens and keyboards, concept keyboards, communication aids, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor co-ordination and poor hand/eye skills such as extra robust scientific glassware and specialist pens and pencils.

Our school is fully DDA compliant

Target	Strategy	Outcome	Timeframe	Achievement
Ensure all developments meet the needs of all learners, with full regard to Disability Discrimination legislation	The school will ensure all projects are quality assured against relevant legislation	The school will provide an even wider range of learning opportunities for all	Academic Year 2022-23	All learners experience an inspiring learning adventure.