



Approved by: WJS Governing Board

Last reviewed on: Autumn Term 2024

Next review due by: Autumn Term 2025

Introduction - Legal framework

1. We welcome and recognise 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 (including issues of transgender, and of maternity and pregnancy), marital or civil partnership status, religion and belief, and sexual identity.
2. We recognise our specific duties to `publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.
3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998 as well as the UN Convention on the Rights of the Child, and accordingly have regard in particular for the needs of children and young people who are disadvantaged and vulnerable, and their parents and carers.
4. We welcome the emphasis in the Ofsted framework (2025):
 - Leaders design a high-quality, ambitious curriculum for all pupils (the intent), paying particular regard to disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being (Curriculum and teaching)
 - promoting equality of opportunity so that all pupils can thrive together and understand that individual characteristics make people unique; this includes, but is not limited to, an age-appropriate understanding of the protected characteristics defined in the Equality Act 2010 (Personal development)
 - Leaders know, understand, and act within the professional standards expected of them, and meet their statutory and non-statutory duties (Leadership and governance)

Guiding principles

In fulfilling the legal obligations cited above, we are guided by the following principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value.

Principle 2: We recognise and respect difference.

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage, which people may face.

Principle 3: We foster positive attitudes and relationships, and aim to reduce and remove inequalities and barriers that already exist.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people;
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents;
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development.

Principle 5: We consult and involve stakeholders.

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

Principle 6: Society as a whole should benefit.

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life.

Principle 7: Measurable objectives

We formulate and publish specific and measurable objectives, based on the consultations we have conducted and the evidence we have collected as well as national and local priorities and issues, as appropriate.

- Our equality objectives are integrated into the school improvement plan.
- Evidence relating to equalities is integrated into our self-evaluation documentation.
- We keep our equality objectives under review and report annually on progress towards achieving them.

The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out above.

Ethos and organisation

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

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

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice, which stand in the way of fulfilling legal duties. Guidance is available on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are addressed.

Roles and responsibilities

The **Governing Board** is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

A **member of the Governing Board** has a watching brief regarding the implementation of this policy.

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.

A **team of senior staff** have day-to-day responsibility for co-ordinating implementation of the policy.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom and deal with any prejudice-related incidents that may occur in line with school policies
- plan and deliver curricula and lessons that reflect our guiding principles above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation and any developments relevant to their work, information and resources

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

Background and acknowledgements

1. This policy takes into account guidance issued by several local authorities, including Derbyshire, Buckinghamshire, Cambridgeshire, Dudley, Durham, Hertfordshire, Newcastle, Sheffield and Somerset.
2. The list of guiding principles is adapted slightly from material in Equality Impact Analysis: a workbook, the most recent version of which was published by the Department for Education in April 2012.
3. The phrasing at certain points reflects the specific duties required by the Equality Act 2010 to publish information and evidence as well as to formulate and publish specific and measurable objectives.
4. This policy is based on guidance to be found at <http://www.insted.co.uk>