South Wingfield

PRIMARY SCHOOL

Equal Opportunities Policy

Agreed: October 2026

Review Date: October 2027

South Wingfield is dedicated to ensuring that all members of the school community and the wider community are treated equally, fairly, and with respect by the school and by each other. This applies to the school as a place of education, a business, and an employer. Prejudice, discrimination, and victimisation are not tolerated, and we work hard to instil in our pupils a strong understanding of right and wrong, including the importance of inclusion, acceptance, and compassion towards others. The school's main priority is to provide the best education and care that we can, and establish a cooperative working relationship between home and school, so as to aid the development, progress, and needs of all the children in our care.

This plan sets out how the school will promote equality of opportunity regardless of race, gender, transgender, disability, age, religion or belief and sexual orientation, in both the delivery of its services and the employment of its staff. It is created by South Wingfield's school's governing body in line with the Equality Act 2010 and is the foundation of all the school's other policies – particularly the special educational needs policy, admissions policy, anti-bullying policy and the behaviour policy. These policies are located on the school website and paper files in the school office.

Through the creation of this equalities plan, we have been able to develop a better understanding of what the challenges to equality are within the school and how we can best deal with these. This policy will be reviewed annually, or any time there is an update or change to legislation on age, sexual orientation, religion and belief, or transgender equality, to ensure that it is being effectively implemented and remains focused and up to date on issues surrounding equality both within the school and nationally.

School profile

South Wingfield Primary School is a small school with 140 pupils on roll of which almost all are of white British heritage. The proportion of pupils known to be eligible for the pupil premium is below the national average as is the number of pupils with special educational needs.

Creating a school environment that promotes equality and denounces discrimination is a whole-school responsibility and requires all members of the school community to be actively involved in breaking down barriers to learning and barriers to social and emotional development that prejudice can create. Individuals in the school are expected to take responsibility for supporting and promoting equality in school above and beyond the responsibilities listed below.

Headteacher has the day-to-day responsibility for coordinating the implementation of this scheme. The governing body The governing body will:

- create and approve this policy with the help of senior leaders and ensure that it is adopted correctly throughout the school
- ensure the school complies with all equality legislation and that the school's equality objectives complement the Every Child Matters outcomes for children
- monitor and evaluate the effectiveness of the equalities plan on a regular basis and make any amendments to improve on the plan when and where necessary

- nominate a named governor to oversee the implementation of the equalities plan, monitor equality outcomes, and regularly report back to the rest of the governing body
- ensure that parents are informed of any incident related to this scheme which could directly affect their child
- report to parents, carers, and the wider community on the progress of the school's equality plan through the school prospectus, the school website, and the school's annual report.

The headteacher and senior leadership team

The headteacher, with the support of the rest of the senior leadership team, will:

- promote the single equalities plan both within the school and externally to the rest of the community
- ensure that all staff are aware of their role and responsibilities regarding the promotion and delivery of equality in school
- report back to the governing body on how the plan is working and any amendments that they feel should be made, as well as feedback from staff, pupils and parents
- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- take appropriate action where discrimination or victimisation occurs. Staff School staff will:
- ensure that they are up to date and aware of the contents of this plan and the school's policy towards all types of discrimination
- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- work to promote anti-bullying strategies as outlined in the school's behaviour and antibullying policy
- show a commitment to undertake development and training within this area
- engage with the school in eliminating any discrimination and act as a good example to pupils
- promote a positive working environment
- report back to their managers immediately on any incidents relating to discrimination or victimisation, either by staff, pupils, or any other member of the school community, so that these incidents can be reviewed and action taken where necessary. Pupils

Pupils at the school will:

- engage with the school in eliminating any discrimination
- promote a positive work environment and a positive attitude towards equality when both in school and off the school site

- report to school staff any incidents of in appropriate language or behaviour, discrimination or victimisation that they know to have occurred
- work to promote the anti-bullying strategies outlined in the school's behaviour and antibullying policy
- set a good example regarding behaviour and social awareness to younger pupils and their peers.

Parents, carers, and visitors Parents, carers, and visitors to the school are expected to:

- familiarise themselves with the school's single equality plan and support the scheme by promoting a positive attitude towards equality at home
- attend any relevant meetings/awareness-raising sessions that they are invited to relating to the school's equality plan
- work with the school to resolve any incident relating to discrimination or victimisation that their child is involved in
- respect and follow our equality when visiting the school.

Key groups at risk While the school recognises that any person or group of people can become victim to discrimination, victimisation or unfair treatment, people may be more at risk of becoming victims of inequality due to: ➢ Race ➢ Disability

You can find all the information about our school's SEN provision including our provision for inclusion in the school's SEND policy, SEND information report and the school's accessibility plan on our website.

➢ Gender and transgender

➢ Religion or belief

➢ Sexual orientation

Promoting equality and social awareness in school and within the local community Community cohesion The school expects all of its students and staff to act respectfully towards members of the wider community that the school is part of. Inclusion Promoting and practising inclusion in school lessons, around the school site, during all school activities and into the wider community is a key part of developing a positive attitude towards equality and people from different backgrounds. You can find more information regarding our provision for and policy on inclusion for SEN in the school's SEND policy and SEND information report.

Pupil voice

Through our support of student voice we encourage our pupils to have confidence in voicing their opinions and taking responsibility for the world around them. It is important that we teach our children how to engage in mature social interactions and get along with a variety of different types of people. This is 4 Single Equality Plan (2021-22) developed through student voice by interactions between pupils from different year groups, pupils and staff, and pupils and the wider community.

Recruitment

South Wingfield Primary School is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures will be reviewed on a regular basis to ensure that applicants are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status or sexual orientation.

South Wingfield Primary School acknowledges that unfair discrimination can arise on occasion and so will ensure that the equal opportunities policy outlined in this plan is the foundation for all its activities. Where a candidate is known personally to a member of the selection panel it will be declared before shortlisting takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest and that equal opportunities principles are adhered to. More information about our recruitment procedures can be found in the school recruitment policy.

Staff Equal opportunities for staff As part of our commitment to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment, the school will ensure that:

- all staff appointments and promotions are made on the basis of merit and ability and in compliance with the law;
- staffing of the school reflects the diversity of our community wherever possible;
- as an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce;
- we respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice;
- 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. **Staff discipline and suspension**

South Wingfield Primary School is committed to ensuring that all school staff are treated fairly and consistently and this is held to account through our staff discipline, conduct, and grievance policy. The education and wellbeing of our pupils is our main priority. Any member of staff who creates a barrier to learning for our pupils will be disciplined. The school's staff appraisal policy provides more information on how the school monitors staff performance.

We hope that staff will feel confident to voice complaints and grievances in the confidential environment of the school and that they will trust the school to deal with their grievances fully, promptly, and fairly. The school puts great faith in all its employees, and hopes never to have to discipline anyone as a result of misconduct.

Behaviour, exclusions and attendance

The school behaviour policy takes full account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustments for pupils with special educational needs and disabilities. We closely 5 Single Equality Plan (2021-22) monitor data on exclusions and absence from school for evidence of overrepresentation of different groups, and will take action to address any concerns that arise in this area.

The curriculum

All pupils are entitled to access our carefully sequenced curriculum and to teaching and learning opportunities which meet their needs, including extra support where this has been identified. When planning our curriculum, South Wingfield School takes every opportunity to promote and advance equality. When teaching our curriculum, our school will promote equality and will not subject individuals to discrimination.

The school will develop an appropriate curriculum for all pupils in all vulnerable groups. The school will ensure PSHE lessons are designed for pupils to develop their knowledge of the world and the importance of equality. Through our curriculum and wider opportunities, we aim to develop responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults. We promote equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique.

We develop pupils spiritually, morally, socially and culturally, as well as embedding fundamental British Values throughout the curriculum at South Wingfield Primary School. This includes learning about interesting cultural traditions and their meaning, listening to stories with a moral message and reflecting on themes such as strength, courage or loyalty.

Our assembly time together draws pupils' attention to the values the school aims to develop. We focus on values such as respect, honesty, trust and tolerance. We promote growth and development of the children and adults, their character and social outlook.

Monitoring and review

This single equality plan will be reviewed annually by the governing body, unless there is specific reason for it to be reviewed earlier (for example an incident involving members of the school community or new legislation). Governors will review how effective it is in tackling discrimination, promoting access and participation, equality and good relationships between different groups, and that it does not disadvantage particular sections of the community.

Governors will also review evidence that it is being put into practice in school by staff and pupils, and whether there is any need for extra training or development sessions across the whole school to ensure it is promoted and implemented as much as possible.

Information will be gathered through:

- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet security of information requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- pupil attainment and progress data relating to different groups;
- children's and young peoples' views, actively sought and incorporated in a way that values their contribution;
- information about how different groups access the whole curriculum and how they make choices between subject options;
- sports and activities choices of all groups; 6 Single Equality Plan (2021-22)
- uptake of the extended school offer by group;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development, and retention of employees;
- outcomes of activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage. Termly the headteacher will provide monitoring reports for review by the governing body. These will include:
- school population
- recruitment and retention
- key initiatives. Equality Objectives

At South Wingfield Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives

Objective 1: To monitor and analyse pupil achievement by gender, SEN, pupil premium and in year transfers and act on any trends or patterns in the data that require additional support for pupils.

Objective 2: To raise levels of attainment in core subjects for vulnerable learners.

Objective 3: To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.

Outcomes

One of the most important indicators of how successful we are as a school in promoting equality and eliminating discrimination are the outcomes for various individuals and groups. Where robust analysis of outcomes reveals poorer outcomes for any particular groups, an impact assessment will be carried out and an action plan put in place to aid these outcomes.

Action plans will outline:

- objectives and specific actions to be taken
- expected impact and indicators of achievement (success criteria) • clear timescales
- who has lead responsibility
- resource implications
- specified dates for review.

Equality impact assessments Impact assessments are carried out as part of the review of all school policies and assess whether school policies or plans are having a negative or adverse, or positive impact on groups and individuals within the school community.

Reporting on our progress

The headteacher will review this policy annually with governors, to ensure that all procedures are up-to-date. The policy will be monitored and evaluated by the headteacher and governing body in the following ways: • Individual attainment data

- Equal opportunities recruitment data
- Equality impact assessments
- Ofsted inspection judgements on equality and diversity
- Incident records related to harassment and bullying
- Any changes made to this policy will be communicated to all members of staff.
- at regular intervals
- after incidents that relate to, or impact on, equality in school
- after any significant changes to workplace, working practices or staffing.