



*Learning and growing together within
the love of God*

Equality Policy November 2015

Inclusion.

As a school we ensure that all children and staff are treated fairly and equally. All children have equal rights to access all areas of the curriculum, regardless of race, gender and disability, taking into account their personal circumstances. Reasonable adjustments and differentiation are considered to facilitate this when necessary. The SLT and all staff endeavour to provide the appropriate provision for this to occur.

Overarching statement

In accordance with our Mission Statement and Christian ethos, we pledge to respect the equal human rights of all our pupils and to educate them about equality and to respect difference. As a school, we will also respect the equal rights of our staff and other members of the school community and parish and any visitors to the school. In particular, we will comply with the relevant legislation and implement school plans in relation to race equality, disability equality and gender equality. We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to ethnicity, religion or belief, and socio-economic background.

Community cohesion: a shared contextual statement

Our school community reflects the multi cultural and multi ethnic population of Luton. We have an explicit approach to multicultural teaching and learning in order to prepare our pupils for their diverse world, with many different culture and beliefs. The social context of the area indicates that we are in a below national average social class and unemployment in Luton is much higher than the regional average rate. We have above national average number of children eligible for Free School Meals and Special Needs. An average number of pupils are identified as More Able and/or Gifted and Talented, therefore the curriculum is tailored with this in mind. The school receives pupils with higher than average levels of attainment from the neighbouring Infant school. We have a higher than national average mobile community with a very high and increasing EAL and multi ethnic population.

Who is responsible?

One governor and SLT member take the lead, but the governors as a whole are responsible for:

- making sure the school complies with the relevant equality legislation; and
- making sure the school Equality Scheme and its procedures are followed.

The head teacher, deputy head teacher and assistant head teachers are responsible for:

- making sure steps are taken to address the school's stated equality objectives;
- making sure the equality, access and community cohesion plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents/carers and visitors to the school.

All staff are responsible for:

- promoting equality and community cohesion in their work;
- avoiding unlawful discrimination against anyone;
- fostering good relations between groups; and
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;
- taking up training and learning opportunities.

The senior leadership team are responsible overall for:

- dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for:

- knowing and following our Equality Scheme. (copy in the entrance and website)

Staff development

All staff are given equal opportunities to take part in staff training as and when required and have access to courses appropriate to their professional development and responsibilities as well as statutory requirements.

Publication and review

This Equality Scheme fulfils statutory requirements under the terms of legislation. As it is a public document, the school governors publish it by making it available on request and by publishing it on the schools website.

The scheme will be kept under annual review for three years and then replaced in September 2015.

How we report on progress and impact

A report on progress with the actions listed below will be published by the governors via e.g. website, prospectus, newsletter, i.e. January 2014, 2015 and 2016.

Evidence will also be kept of the impact of our actions to promote community cohesion, in respect of ethnicity, religion or belief and socio-economic background.

How we conduct equality impact assessment

As a school we carry out rigorous monitoring and analysis of all pupils and their progress ½ termly, termly and annually so the Head teacher, SLT, subject leaders and class teachers can use the information to ensure the appropriate progress is made by all pupils regardless of race, disability, socio-economic background, belief or gender. Through analysis by the Head teacher, SLT, Inclusion Manager and Subject leaders we are aware of any groups or individuals who are not making at least expected progress. Equality objectives should be reviewed each November when Raise online is published and new objectives being set.

How we chose our equality objectives

Our equality objective-setting process has involved gathering evidence as follows:

- from the monitoring and analysis of pupil progress in the identified groups
- from the Pupils Results – Files and analysis, S.E.N / Gifted and Talented Files, Vulnerable pupils information.
- From November 2012 Raise online

The evidence was then analysed in order to choose objectives that will:

- promote equality of opportunity for members of identified groups
- Eliminate unlawful discrimination, harassment and victimisation, and
- foster good relations between different groups in terms of:

ethnicity, belief, socio-economic background, gender and gender identity, disability, sexual orientation and age.

Equality Objectives 2015-16

1. To ensure that vulnerable groups of pupils achieve challenging targets and the gaps in attainment for these pupils are reduced. Pupils to make at least expected to good progress. *The measure of good progress within a year is age related expectations. Specific groups to focus on are white British, Pakistani and Bangladeshi especially in mathematics.*

2. *To continue to raise attainment of the more and most able pupils throughout the school.*

3. In the light of the updated equality policy, all relevant documents and policies shall be considered for equality statements at their next review.

At Wenlock C of E Junior School we give regular thought to how values can be used to support the child as a reflective learner and promote equality through quality teaching and learning. The school recognises and values all individuals no matter what their ethnicity, gender, disability and special educational need and social background.

Reviewed November 2015

To be reviewed November 2016