

Whitchurch Church of England Primary School Policy and Procedure Statement	Effective Date:	March 2025
 <p>Equality Policy (including Equality Information and Objectives)</p>	Revision date:	March 2026
	Reviewed:	Annually
Headteacher	Mrs Cindy Pritchard	
Designated Safeguarding Lead	Mrs Cindy Pritchard	
Chair of Governors	Mrs Sharon Smith	

Introduction

This policy should fulfil our vision and values

Jesus said, 'Love your neighbour as yourself' (Matthew 22:39)

Whitchurch Vision Prayer

Lord God, together we make a difference through love, courage and respect. With kind actions, words and thoughts we accept everyone for whom they are and care for those in need. Help us learn well with curiosity and confidence. Our world is your creation and we will cherish it. Amen

Whitchurch Values

Together we make a difference through love, courage and respect.

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. Within the promotion of our Christian Values of Love, Courage and Respect, we are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

For staff and prospective staff, this policy should be read in conjunction with the school's Employment Equality Policy.

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation

to age (applicable only to staff), disability, race, gender (including transgender), maternity and pregnancy, religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

School Context

Whitchurch Primary School is the only primary school serving the small town of Whitchurch. The vast majority of pupils at the school live in Whitchurch itself and most are of White British heritage. It is not a diverse community in terms of ethnicity, language and cultural heritage. The proportion identified as disadvantaged is below national average. The number of pupils on the SEN register is below national average, although the number of pupils with EHCPs is growing. The school employs 60 staff which includes teachers, LSAs and support staff.

As the only primary school in the town, we serve all of the community and the range of pupil need therein. Given this context, our vision emphasizes the need to make a difference through showing love to others, based upon the theological roots from Matthew 22:39 – Love your neighbour as yourself - demonstrated through respect, acceptance of others, kindness and looking after those in need. Inclusivity is very important and ensuring our children have an understanding of the wider world and how to respond to and embrace difference, showing agape love. We are also mindful, given our context, that we encourage our children to have curiosity and confidence about the world around them and challenge themselves, stepping out of their comfort zone and direct sphere of reference.

Principles

To fulfil our legal obligations, we are guided by a number of principles.

1. All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age

2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but

must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we understand that reasonable adjustments may need to be made.
- Sex – we recognise that girls and boys, men and women have different needs.
- Gender reassignment – we recognise an individual has the protected characteristic of gender reassignment if they are proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning their sex by changing physiological or other attributes of sex.
- Religion and belief – we acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with.
- Ethnicity and race – we appreciate that all have different experiences as a result of our ethnic and racial backgrounds.
- Age – we value the diversity in age of staff, parents and carers.
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference.
- Marriage and civil partnership – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have.
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth.

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

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

- positive attitudes and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

4. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

5. We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities.

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

Application of the principles within this policy statement:

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

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 plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The Head Teacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

Date approved by the Governing Body: March '25

Date for policy review: March '26

Appendix A
Equalities Information

This data was collected from the academic year 2023-24.

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act.
- advance equality of opportunity between people who share a protected characteristic and those who do not.
- foster good relations between people who share a protected characteristic and those who do not.

Pupil-related data for end of Year 6 (2023-24)

Pupil group	Reading ARE+ %	National %	Writing ARE %	National %	Maths ARE %	National %	Combined ARE %	National %
Cohort	76	74	74	72	70	73	61	61
Female	80	78	77	78	73	73	63	64
Male	75	71	72	65	69	74	59	57
Disadvantaged	58	62	50	58	50	59	25	46
Non-disadv.	86	80	80	78	76	79	70	67
SEN	33	41	22	30	22	38	11	22
EAL	67	72	67	72	83	77	67	62

Participation in the student council 2024-25	Boys: 11 (50%) (School 51%) Girls: 11 (55%) (School 48%) PP: 3 (14%) (School 14%) EAL: 1 (5%) (School 5%) SEN: 2 (9%) (School 14%)
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Date of publication of this appendix: *March 2025*
Date for review and re-publication: *March 2026*

Appendix B Equality Objectives

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act.
- advance equality of opportunity between people who share a protected characteristic and those who do not.
- foster good relations between people who share a protected characteristic and those who do not.

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- involvement of the student council
- staff survey
- contact with parents through the parent forum & parent surveys

Having referred to and analysed our equality information, we have set ourselves the following objective(s):

Objective 1 started in March 2023

The Strategic Plan 2023-26 aims to improve outcomes for all pupils this therefore includes all specific groups as identified in equal opportunities.

Objective 2 – to be started April 2023

A parent working group for Equality and Diversity to be established to support with our Accessibility Plan, Inclusion Audit and to provide a specific voice for those in protected groups.

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