



WINDMILL PRIMARY SCHOOL ENJOYMENT, ACHIEVEMENT AND ASPIRATIONS

Windmill Values and Vision

<i>'Every day is a new day'</i>	I	<i>Include everyone</i>
<i>'Be there for each other'</i>	G	<i>Guarantee opportunities</i>
<i>'Aim high'</i>	N	<i>Nurture aspirations</i>
<i>'Do your best'</i>	I	<i>Inspire each other</i>
<i>'Don't give up'</i>	T	<i>Try everything</i>
<i>'Believe in yourself'</i>	E	<i>Encourage independence</i>

Windmill Primary School - Equality Policy (including Race Equality, Disability Equality Scheme and Gender Equality Scheme)

At Windmill Primary School we aim to provide an environment in which everyone involved in the school community is valued and has equality of opportunity. We are ambitious for all our pupils and seek to remove barriers to the progress of any pupil. The school makes all children feel welcome and free from discrimination irrespective of individuality, race, language, gender, class, lifestyle, religion, cultural background, age, sexual orientation or disability. This Equality of opportunity is concerned with justice for all, raising expectations, and enabling each individual to fulfil his or her potential.

We have adopted an inclusion policy based on the principle of entitlement. We believe that all children are entitled to:

- Equality of opportunity and access to education
- Learn, participate and form friendships with their peers
- Have their skills developed and their abilities nurtured to enable them to maximise their potential and attainment to enhance self-esteem
- Have any special educational needs identified as early as possible
- Receive professional support, advice and resources to meet any identified special educational needs
- Be treated with respect and have their views and opinions taken into account

Putting our aims into practice

- The curriculum should recognise diversity in all its forms and prepare all pupils for life in a diverse society. This underpins all curricular areas as well as Personal, Social, Health and Economic (PSHE) education
- Any resources used to support the curriculum (books, schemes, posters, visual /IT resources, instruments) will support positive equal opportunity messages. These will be checked on a regular basis by curriculum teams
- All policies will reflect the equal opportunity aspect within them
- When addressing groups of children staff will use the term 'the person who looks after you,' to ensure inclusion of children who live with those other than birth parents
- Those who look after our children should be aware of the school's commitment to equal opportunities through our School Prospectus
- Staff will endeavour to provide challenging learning opportunities to all pupils, encouraging all children to make a positive contribution to classroom work and school activities
- Collective worship will support all religious beliefs and cultures and celebrate the differences between people
- Any incidents which indicate any form of discrimination by pupils should be dealt with immediately and treated seriously. Discriminative behaviour is totally unacceptable in our school and will be recorded; the head and those who look after our children being informed of such incidents

- Racist and sexist symbols, badges, etc on clothing and bags are forbidden in school. Graffiti will be removed as quickly as possible
- Pupil's names will be accurately recorded and each member of staff to be given names of new pupils spelt phonetically, so pronunciation is correct. Pupils will be encouraged to accept and respect names from other cultures
- Assumptions are not made about a child's potential on the basis of **individuality, race, language, gender, sexual orientation, class, lifestyle, cultural background or disability**
- Activity areas are arranged in a way which does not restrict access for children or adults with disabilities
- Lack of fluency in English is not regarded as an indication of poor potential. Bilingualism is regarded as an asset
- The behaviour of any one child should not prevent other children from accessing and enjoying our learning environment. We recognise that behaviours displayed by a pupil is a form of communication
- We will encourage the involvement of those who look after our children regardless of gender and background in all areas of school life

Communicating with pupils around Equality and Diversity

Windmill Primary School uses the following methods of communicating with its pupils around equality and diversity issues:

- School council
- PHSE and Citizenship
- Questionnaires
- Assemblies
- Visitors

Dealing with personal abuse

We ensure that

- There is a well publicised, well understood and strongly supported policy for dealing with bullying, sexual harassment and racial discrimination
- Victims of abuse actively encouraged to seek support. All incidents are dealt with carefully and decisively
- All token expressions of discrimination such as badges, graffiti and literature promptly challenged and eradicated

Raising personal awareness

- There is direct and on-going encouragement to examine the appropriateness of personal behaviour towards others
- There are opportunities for classroom study and discussion to raise awareness of issues of prejudice and inequality in school, neighbourhood and world contexts, e.g. through Geography and PSHE

Classroom experiences

- All pupils undertake their entitlement to a broad and balanced education
- Every child is given challenging learning opportunities matched to their levels of achievement and attainment
- Pupils are given regular feedback on their progress in lessons. They receive help identifying appropriate targets for improvement
- All pupils are encouraged to make a positive contribution to classroom work. Every child receives a fair share of teacher time, and they all have an equal opportunity to participate
- Positive action is taken to integrate all pupils into the full life of the school
- Children are always addressed in sensitive, non-discriminatory terms and phrases
- Personal information on children and families is always handled seriously and sensitively and in line with General Data Protection Regulation (GDPR)

- All pupils have equal access to subject resources relevant to appropriate interest and attainment levels. Pupils who need extra support to access the subject will be given the appropriate models and images to ensure they make expected progress
- There is access to fiction which offers non-stereotyped roles and messages which specifically address equal opportunities issues
- Every child is given varied opportunities to undertake tasks and responsibilities without discrimination and bias
- Careful thought is given to the workload of pupils in school and at home
- Parallel classes given equal opportunities through joint planning and delivery

Race Equality

The Race Relations (Amendment) Act 2000 and Equality Act 2010, imposes a positive duty on schools to:

- Promote racial equality
- Promote good race relations
- Eliminate unlawful discrimination

Aims

The school is committed to:

- Promoting racial equality, good race relations and challenging racial discrimination. This is reflected in all school policies, procedures, processes and practices
- Ensuring that it is a place where everyone, irrespective of their race, colour, ethnic or national origin or their citizenship, feels welcome, valued equally and able to achieve their full potential
- Protecting the rights of all pupils, staff, parents, governors and visitors to the school, including making reasonable adjustments for parents with a disability. Including good equalities practice in staff recruitment, retention and development
- Respecting and valuing differences between people.
- Meeting the diverse needs of pupils
- Preparing pupils for life in a multiethnic society
- Acknowledging the existence of racism and being proactive in tackling and eliminating racial discrimination. We aim to reduce and remove inequalities and barriers that already exist

Implementation

The school will implement the policy:

- By ensuring that a concern for race equality underpins every aspect of school life
- By providing appropriate training for staff and governors
- By ensuring that the whole school community is aware of, and understands, the need to promote race equality, develop good race relations and challenging discrimination

The school:

- Opposes all forms of racism, racial prejudice, racial harassment and racial discrimination
- Publicly values and supports diversity through a range of activities including the PSHE curriculum, promoting British values, assemblies and performances
- Caters for the dietary and dress requirements of different religious groups and enables pupils to observe festivals and events relevant to their faith
- Will actively promote good personal and community relations by fostering a positive atmosphere of mutual respect and trust among pupils from all racial groups

- Has procedures for dealing with, recording and reporting incidents of racial harassment and bullying that are consistent with Local Authority (LA) and Community Academies Trust (CAT) policies and guidance
- Will ensure that incidents of racial discrimination or racial harassment involving pupils will be dealt with promptly, firmly and consistently and in accordance with the school's disciplinary procedures for pupils, and that action will be taken to support victims
- Will work with the LA, CAT and other partners to tackle racism and racial harassment
- Will ensure that all staff will be given appropriate training and support to enable them to deal effectively with racist incidents, racial harassment and bullying
- Will ensure that all pupils, staff and parents are made aware of the procedures for dealing with racism and racial harassment and that such behaviour is always unacceptable
- Will ensure that incidents of racial discrimination or racial harassment involving staff will be dealt with in accordance with the school's discipline and grievance procedures
- Visitors and contractors are responsible for complying with the school's Race Equality Policy

Disability Discrimination

The Disability Discrimination Act (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

Definition of the terms:

- 'physical impairment' includes sensory impairments;
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- 'substantial' means 'more than minor or trivial'; and
- Long term is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

Duties in Part 4 of the DDA require the governing body to plan to increase access to education for disabled pupils in 3 ways:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Duties under Part 5A of the DDA require the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a disability equality scheme (see Appendix 1) to show how they will meet these duties.

Supporting parents with disabilities

Windmill Primary School supports and welcomes parents with disabilities. We will endeavour to make any reasonable adjustments for parents or family members with a disability to attend Parents' meetings, school events and meetings with staff. (see Appendix 1)

The Gender Equality Scheme

The GES sets out our plans for making equality happen for everyone. The Scheme will add to a number of documents which contribute to the delivery of the school's wider Equality and Diversity objectives, eg, Accessibility Scheme, Race Equality Scheme. The scheme addresses issues related to our role as an employer; a service provider (to our pupils and the wider community); a procurer of services and as a partner working jointly with other agencies (see Appendix 2)

Monitoring and Evaluation

Monitoring and Evaluation are essential tools for measuring performance and ensuring that we as a school are enabling and promoting equal access to all curriculum options and providing employment opportunities. This is vitally important in establishing whether or not current systems are having an adverse impact on boys or girls, men or women. We will monitor and review the progress of the Gender Equality Action Plan annually.

External scrutiny of gender issues can be undertaken at any time by inspectorates such as OfSTED. Issues relating to episodes of reported gender inequality will be captured and monitored.

See also the school policies on special educational needs and behaviour.

This policy has been adopted with the approval of school governors. It will be reviewed on an annual basis.

Review Date: March 2024

Next Review date: March 2025

Disability Equality Scheme (Appendix 1)

Element: 4 – Promote positive attitudes towards disabled people

6 – Take favourable steps to meet disabled people’s needs, even if this requires more favourable treatment

Priorities:

- **To actively gather information from all stakeholders including those with disabilities**
- **To take steps to ensure communication between school and stakeholders**

Actions	By whom	When	Resources needed	Indicators of success	Progress
<ul style="list-style-type: none"> • Questionnaires in January to parents/ carers will include questions about how services can be improved • Questionnaires to include questions relating to parental and pupil disabilities • Be aware of parents/carers who have difficulties reading and put systems in place to support them if requested • Ask the School Council what they think needs improving in school for disabled people • Reasonable adjustments are made to ensure parents with disabilities have equal opportunities to communicate with staff and access school events 	DC	June	Time	Responses from stakeholders	Undertaken annually
	DC	June	Time	Responses from stakeholders Be aware of stakeholders’ opinions and take action if possible	Undertaken annually
	All staff	June	Time	Being aware of parents/carers needs and acting on them	
	KO	June	Time	Be aware of pupils’ opinions and take action if possible	
	CY	Ongoing	Time	Being aware of parents/carers needs and acting on them	

Element: 1 – Promote equality of opportunity between disabled people and other people

6 – Take favourable steps to meet disabled people’s needs, even if this requires more favourable treatment

Priorities:

- **To take steps to ensure that all disabled pupils are able to fully participate in all school trips and outings**

Actions	By whom	When	Resources needed	Indicators of success	Progress
<ul style="list-style-type: none"> • To find out from parents/carers and staff the specific needs of disabled pupils and the extra risks/resources involved in each trip 	Class teachers or visit leader	Ongoing	Necessary SEN/medical training One to one member of staff may be required. Sensitivity to pupils’ needs Time	Pupils are able to smoothly go on all trips and outings with all risks and needs covered. Pupils with disabilities or medical needs have separate risk assessment	ongoing

Element: 6 – Take favourable steps to meet disabled people’s needs, even if this requires more favourable treatment

Priorities:

- Teachers to pass on information to new teacher at end of school year
- Parents to keep school informed of latest developments with their child’s needs

Actions	By whom	When	Resources needed	Indicators of success	Progress
<ul style="list-style-type: none"> • Existing teacher to meet new teacher in July to pass on information 	Class teachers	July	Class cover	Teachers better informed and therefore able to address children’s individual needs	Ongoing annually
<ul style="list-style-type: none"> • Parents/carers complete a form at the start of the school year to update personal information, to include information on disabilities 	Admin	September	Time	School records up to date	Ongoing annually
<ul style="list-style-type: none"> • Parents/carers to inform school when their child’s needs alter 	Parents/carers	Ongoing	Time	School fully informed of individual children and therefore more able to meet their needs	

GENDER EQUALITY SCHEME (Appendix 2)

Windmill Primary School

This reflects the range of activities that Windmill Primary School undertakes to improve its services for girls and boys, men and women. It is amended in response to feedback from pupils and staff and reflects new initiatives that the school undertakes to better meet the equality and diversity needs of its community.

Section A Human Resource Issues

Issue / Action	Timescale	Lead	Outcome
Ensure all recruitment procedures are fair and equal.	Ongoing	SBM	

Action	Timescale	Lead	Outcome
Review staffing salary tier by gender – analysis of full and part time staff	Ongoing	SBM	

Section B School Community Issues

Action	Timescale	Lead	Outcome
Issue – Attainment and achievement Analyse data for gender bias e.g. do girls attain/achieve higher than boys in certain subjects and vice versa?	Annual	DHT	
Action	Timescale	Lead	Outcome
Issue – Behaviour, gender based harassment – bullying Analyse if boys or girls are more involved in incidents of inappropriate behaviour, bullying incidents	Annually	DHT	
Action	Timescale	Lead	Outcome
Issue – Analysis of Exclusion data Identify the reasons for exclusions across the school	Ongoing	AHT – B&A	

Action	Timescale	Lead	Outcome
Issue – Curriculum resources Screen for stereotyping e.g. female nurse, male engineer etc	Ongoing	TLR - PD	
Action	Timescale	Lead	Outcome
Issue – Extra curricular activities Are more boys or girls involved in particular activities	Ongoing	TLR - PD	
Action	Timescale	Lead	Outcome
Issue – Publicity Ensure any school publicity has an equal gender bias	Ongoing	SBM	

Section C Meeting our Legal Duties

Action	Timescale	Lead	Outcomes
Review Gender Equality Scheme	Spring	AHT - I	
Monitor the GES and its achievement of action plan objectives	Annually	AHT - I	
Oversee the implementation of Equality and Diversity Impact assessments across the school and identify issues for action.	Rolling programme	AHT - I	
Improve the range and quality of monitoring data as a result of impact assessments	Ongoing	AHT - I	
Incorporate the requirements of the Gender Equality Scheme into current training programmes	Ongoing	AHT - I	
Avoid gender specific stereotype images in publicity materials and other documents produced by the School	Ongoing	SBM	
Ensure that the School procurement activities address gender issues in line with guidance from the Equal Opportunities Commission	Ongoing	SBM	
Ensure all business plans have taken into account equality and diversity issues including gender	Annually	SBM	
Host an equality and diversity event involving staff to include an opportunity to focus on gender issues	TBD	SBM	
Publish and distribute outcomes of findings to staff	Ongoing	AL	