

Trusting in God; Growing in Wisdom



## Equality Policy

**Date: May 2021**

**Review Date: May 2024**

## School Vision

**With thankful hearts, we trust in God as we grow in his love which shines through us. We aim to live our faith and grow in wisdom.**

*Who is wise and understanding among you? Let him show it by his good life, by deeds done in the humility that comes from wisdom. (James 3:13)*

*But the wisdom from above is pure first of all; it is also peaceful, gentle, and friendly; it is full of compassion and produces a harvest of good deeds; it is free from prejudice and hypocrisy. (James 3:17)*

At Whitegate CofE Primary we are a partnership of school, church, home, the Diocese and community. We create a stimulating and caring environment, grounded in Christian belief and practice, so that all members of our school community can flourish. We all appreciate and value what it means to be a positive member of a diverse and multicultural community. Time is taken to value and nurture each child educationally, creatively and spiritually. Children and staff are encouraged to trust in God and believe in themselves. Understanding and valuing their self-worth and the importance of their place and purpose in our community enables them to become the person they are fully capable of being.

Our school works within the recommendations of The Equality Act 2010.

## 1 Introduction

1.1 This document describes how the Governing Board of Whitegate CofE Primary School intends to fulfil its responsibilities under the Public Sector Equality Duty.

1.2 We will have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and those who do not share it.

1.3 We will collect and use equality information to help us to:

- Identify key issues;

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- Understand the impact of our policies, practices and decisions on people with different protected characteristics, and thereby plan them more effectively;
- Assess whether we are discriminating unlawfully when carrying out any of our functions;
- Identify what the key equality issues are for our organisation;
- Assess performance;
- Benchmark our performance and processes against those of similar organisations, nationally or locally;
- Take action;
- Consider taking steps to meet the needs of staff who share relevant protected characteristics;
- Identify if there are any actions we can take to avoid discrimination and harassment, advance equality of opportunity or foster good relations;
- Make informed decisions about policies and practices which are based on evidence about the impact of our activities on equality;
- Develop equality objectives to meet the specific duties;
- Have due regard to the aims of the general equality duty by ensuring that staff have appropriate information for decision-making.

1.4 We will work towards developing an equality profile of staff to help us to understand key equality issues in our workforce, including any evidence of pay gaps or 'occupational segregation' i.e. staff with certain protected characteristics being over-represented in particular roles, for example, women as cleaners, or at certain grades. In addition, we note that it is likely to be useful to collect and consider information, appropriately disaggregated, about:

- recruitment and promotion;
- numbers of part-time and full-time staff;
- pay and remuneration;
- training;
- return to work of women on maternity leave;
- return to work of disabled employees following sick leave relating to their disability;
- appraisals;
- grievances (including about harassment);
- disciplinary action (including for harassment);
- dismissals and other reasons for leaving.

## **2. Publication of Equality Information**

2.1 We will collect and use enough workforce information to effectively meet the general equality duty.

### **Equality Duties**

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There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2010).

Whitegate CofE Primary School is committed to meeting its public sector duties and acknowledges that we have a statutory duty to:

Eliminate discrimination, harassment and victimisation;

Promote equality of access and opportunity within our school and within our wider community;

Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

The Leadership Team and Governors will review the progress we are making to meet our equality objectives with regard to the protected groups (age, sex, sexual orientation, race, colour, nationality, ethnic or national origins, disability, religion or belief, sexual orientation or marital/civil partnership status, gender reassignment, pregnancy or maternity) under the Equality Act (2010).

#### **Equality Objectives:**

At Whitegate CofE 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 ourselves the following objectives:

- Objective 1: To monitor and analyse pupil achievement by race, gender and special educational need or disability 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. For vulnerable learners to achieve national average levels in Reading, Writing and Maths.
- Objective 3: To raise levels of parental and pupil engagement in learning and school life, across all activities including regular attendance to ensure equity and fairness in access and engagement.

To be reviewed annually by the governing board and SLT.

To be monitored by the Head teacher for data trends (objective 1).

To be monitored by the Inclusion Manager with a focus on the progress of SEN pupils (objective 2).

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To be monitored by the Deputy Head teacher and senior leadership team with a focus on vulnerable groups (objective 2).

To be monitored by the Head teacher for parental engagement and attendance (objective 3).

**Date of Policy: May 2021**

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<b>APPROVED:</b>	<b><i>25.5.21</i></b>
<b>SIGNED:</b>	<b><i>V COTTERILL</i></b>
<b>TO BE REVIEWED:</b>	<b><i>MAY 2024</i></b>