

Statement of principles of equality at WDPS

William Davies is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

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

The following principles will be applied to our policies and practices.

Promoting equality and social awareness in school and within the local community

Our approach to equality is based on the following 7 key principles

- 1. All learners are 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 or non-religious affiliation or faith background and whatever their sexual orientation.
- 2. We recognize, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
- 3. We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- 4. We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- 5. We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development

6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve.

7. We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

How we achieve this is outlined in our key policies which are reviewed annually.

Assessment Policy

Attendance Policy

Admissions

Behaviour Policy

Anti-bullying Policy

Teaching and Learning Policy

SEND Policy

Performance Management Policy

Continuous Professional Development Policy

Social, Moral, Spiritual and Cultural Policy

Purpose of the policy statement

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also “protected characteristics” but are not part of the school provisions related to pupils.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties

The **Public Sector Equality Duty** or “general duty”

This requires all public organisations, including schools to

Eliminate unlawful discrimination, harassment and victimisation

Advance equality of opportunity between different groups

Foster good relations between different groups

There are two “specific duties”

This requires all public organisations, including schools to

1. Publish information to show compliance with the Equality Duty by summer 2016
2. Publish Equality objectives at least every 4 years which are specific and measurable

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:

Review relevant feedback from the annual parent questionnaire, parents’ evening, and/or focus meetings.

Secure and analyse responses from staff surveys, staff meetings and training events

Review feedback and responses from the children and groups of children, from the school council, PSHE lessons.

Analyse issues raised in Annual Reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;

Ensure that we secure responses and feedback at Governing Body meetings and from the governing body’s working groups.

Roles and Responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

Governing body

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. The safeguarding lead governor will have a watching brief regarding the implementation of this policy.

Every governing body committee keeps aspects of the school’s commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors annually review the Equality Policy and evaluate the success of the school’s Equalities Work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys).

Key contacts

Staff responsible for equalities - Head teacher

Lead governor safeguarding lead P Inman

EQUALITY ACTION PLAN 2016-2019

Public Sector Equality Duty	Equality Objectives	Actions outlined in underpinning policies	How will the impact of the action be monitored	Who is responsible	Time Frames	Evaluation and success criteria
Eliminate discrimination, harassment and victimisation, with the aim of showing zero tolerance to any discrimination.	Children are free from unlawful discrimination, harassment and victimisation to concentrate on learning. Staff are free from unlawful discrimination, harassment and victimisation to concentrate on teaching and learning	Compliance with policies that support this duty and swift responses to any issues arising.	Governors receive HT reports 3 times a year Visit school.	HT	Annually	Are our policies user friendly and clear to ensure compliance? How have any issues been dealt with and how promptly? Are there any improvements to be made?
Advance equality of opportunity between different groups	Vocabulary and Speaking is a priority on our School Development Plan. Our children need to be able to communicate clearly in a variety of situations.	Teaching and learning policy, Assessment policy. SEND policy. SMSC	All children will be confident speakers in a variety of situations.	SN AW	By the time children leave WDPS	The targets on our SDP focus on this and are reported and reviewed termly to governors.
Foster good relations between different groups	Groups do not feel isolated /discriminated. Groups achieve well and at least in line with national averages.	Behaviour Anti-bulling SMSC Policy ACW and RE Policy	Behaviour monitoring HT reports Data shows little difference in outcomes of groups. Governor visits to school. Feedback from visitors.	JH	Annually	Are there any patterns emerging that indicate success or areas to develop.