



Pewsey Primary School

Equality Policy & Equality Objective

Vision

- Our whole school community will treat everybody in the way they would wish to be treated with mutual respect for each other and our environment.
- We (the community) will develop resilience in ourselves and others by creating a stable and safe culture and climate where we understand that everyone makes mistakes and that we will achieve more by learning from them.
- We will provide everybody with a secure and creative environment to achieve their full potential, by offering a broad range of engaging and challenging opportunities.
- Our whole school community will be supported in all aspects of school life enabling them to achieve, feel included, and belong.
- Our whole school community will understand, develop and show mutual trust, confidence in each other, and ensure that all stakeholders feel listened to and valued.
- For all of us to understand our role as a citizen of the school, the town, the country and the world, and the responsibilities this carries towards ourselves, each other and the environment we live in.

Mission Statement

‘We work best when we work together’.

Equal Opportunities

At Pewsey Primary School we believe that all children, regardless of first language, disability, race, gender, cultural or socio-economic background, should receive equal access to the full school curriculum.

Disability Statement

Pewsey Primary School is proud to be an inclusive school. We are able to offer access to the full curriculum for children who have a physical disability.

The school is built on one level and we have disabled toilet facilities within the school.

As with any additional needs, the school works closely with parents and appropriate outside agencies.

Equality Policy

Why we have developed this Equality Policy

This Equality Policy for Pewsey Primary School brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community.

We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

Our Equality Policy is inclusive of our whole school community – pupils, staff, parents/carers, visitors and partner agencies.

The purpose of this Policy is to set out how our practice and policies have due regard to the need 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.

It explains how we aim to listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children and young people.

Our approach

We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life. We actively seek out opportunities to embrace the following key concepts:

- **Shared Humanity.** Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality
- **Valuing difference and diversity.** We appreciate the richness within our differences and look for ways of celebrating and understanding them better
- **Interdependence, interaction and influence.** We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other
- **Social cohesion** within our school and within our local community
- **Excellence.** We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere
- **Personal and cultural identity.** We will provide opportunities to explore and value the complexity of our personal and cultural identities
- **Fairness and social justice.** We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society.
- **Everyone is welcome.**

Our vision statement about Equality

Pewsey Primary School seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully, and work and learn free from harassment and violence. We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences, and so promote understanding and learning between and towards others to create cohesive communities.

Our duties

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process in order to ensure better outcomes for all.

We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life, including the provision of extended services.

These opportunities are likely to include all or some of the following, dependent on our current priorities:

- the engagement, participation and involvement of a broad range of children, their parents and partner agencies
- preparation for entry to the school
- school policies
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- opportunities for assessment
- access arrangements
- behaviour management approach and sanctions
- suspension and exclusion procedures
- school clubs, activities and school trips
- the school's arrangements for working with other agencies
- preparation of pupils for the next phase of education
- learning and teaching and the planned curriculum
- classroom organisation
- timetabling
- grouping of pupils
- homework
- access to school facilities
- activities to enrich the curriculum, for example, a visitor to the school
- school sports
- staff well-being
- global links
- the explicit teaching of tolerance as a British value.

The roles and responsibilities within our school community

Our Executive Headteacher will:

- ensure that staff, parents/carers, pupils and visitors and contractors are engaged in the development of and informed about the Equality Policy through asking for feedback wherever possible.
- oversee the effective implementation of the policy
- ensure staff have access to training which helps to implement the policy
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy
- ensure that the staff team is kept up-to-date with any developments affecting the policy or actions arising from it

Our governing body will:

- take full responsibility for the Equality Policy
- support the SLT in implementing any actions necessary
- engage with parents and partner agencies about the policy
- evaluate and review the policy every 3 years, and the objectives annually

Our Senior Leaders will:

- have responsibility for supporting other staff in implementing this Policy
- provide a lead in the dissemination of information relating to the Policy
- with the Executive Headteacher, provide advice/support in dealing with any incidents/issues

Our pupils will:

- be involved in the further development of the Policy through the PSHE curriculum and will understand how it relates to them, appropriate to age and ability
- be expected to act in accordance with the Policy
- be encouraged to actively support the Policy

Our parents/carers will:

- be given accessible opportunities to become involved in the development of the Policy
- have access to the Policy through a range of different media appropriate to their requirements
- be encouraged to actively support the Policy
- be encouraged to attend any relevant meetings and activities related to the Policy
- be informed of any incident related to this Policy which could directly affect their child

Our school staff will:

- be involved in the further development of the Policy through SLT and be given opportunities for feedback on issues both general and specific.
- be fully aware of the Equality Policy and how it relates to them
- understand that this is a whole school issue and support the Equality Policy
- make known any queries or training requirements

Relevant voluntary or community groups and partner agencies will:

- Be involved in the further development of the Policy
- Be encouraged to support the Policy
- Be encouraged to attend any relevant meetings and activities related to the Policy

How we developed our Policy - Participation and Involvement

We will involve and listen to what our community have to say, including people from broad and diverse backgrounds and of different abilities, taking account of all the protected characteristics listed under the Equality Act 2010.

Our Staff

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made or require job applicants to unless the questions are specifically related to an intrinsic function of the work. We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment.

Our staff team have undertaken training to help them understand their equality duties and/or the differing needs of protected groups within our school community.

We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community.

Equality Objectives

Analysis of the information as outlined above means that we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. These will be reviewed every year.

Public Sector Equality Duty statements

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by 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.
- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Protected characteristics

The Equality Duty covers: age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation. The duty to have due regard to the need to eliminate discrimination also covers marriage and civil partnerships.

Review Date: November 2027

(Objectives reviewed annually. Next review: November 2026)

Equality Objective 2024-27:

To address mental health and well-being as part of our commitment to preventing mental health difficulties that may start in childhood but have a greater impact in adult life.

Specific	<p>We will:</p> <ul style="list-style-type: none"> • Seek support from the Educational Psychology Service, Behaviour Support Service, School Nursing Service, MHST, Emotional Well-Being Service or CAMHs if required. • Ensure that the SENCO and Pastoral Manager/ ELSA seek training and share information with staff. • To use coaching and Trust Subject Leader collaboration as a method to tackle staff workload and support teachers' mental well-being. • The Pastoral Manager/ ELSA/ Mental Health Lead will continue to work with the School Council. • To continue to monitor and review the school website – including the information on the Parental and Pastoral Support page. • To monitor and review the resources in the Rainbow Room (ELSA room) and, if appropriate, purchase new resources. • Liaise with our secondary schools to ensure information and support is continued as well as the pre-schools in the surrounding area • Signpost support for pupils and families. <p>Encourage pupils to take managed risk, so that they develop resilience and learn to deal with disappointment and consequences.</p>
Measurable	<p>We will:</p> <p>Encourage Subjects Leaders across the Trust to work together and share resources to help reduce work load.</p> <p>Continue to assess and analyse SDQ scores for all children. A Strengths and Difficulties Questionnaire will be completed 3 times a year in order to identify need and to measure impact of emotional literacy support.</p> <p>The School Councillors have their own notice board in the school to raise the awareness of their role and the support offered.</p> <ul style="list-style-type: none"> • The Governor for SEND and Disadvantaged will monitor how effective support from outside agencies has been.
Attainable	<ul style="list-style-type: none"> • We have 1 non-teaching full-time ELSA, who is currently doing her ELSA training. The school is committed to supporting her. • The ELSA will attend regular supervisions led by an Educational Psychologist. • We will seek support from other agencies and access professional development for staff when appropriate or necessary. • We will attend multi-agency meetings. • We will have an open and regular communication line with parents/ carers and the local secondary schools. <p>We will continue to give opportunities for teaching assistants to develop their knowledge and understanding of the needs of children.</p>
Relevant	<ul style="list-style-type: none"> • We are aware of both national and local trends for pupils. <p>We are aware of the opportunity for 'positive action' under the new Equality Act, to overcome disadvantaged/meet different needs/increase participation, and observe that this vulnerable group of pupils will benefit from this provision in school.</p>
Time-bound	<p>Measuring progress is short and long term with individual goals targeted through our graduated response using the APDR cycle and monitoring procedures. We also have whole school targets e.g. Attendance targets which are reviewed regularly. We will review the progress of the objective after another year, November 2026, to determine whether to carry this same objective forward or whether to set a new one.</p>