



# South Wonston Primary School Equality Policy (2024)

## Introduction

South Wonston Primary School is committed to promoting equality, diversity, and inclusion for all pupils, staff, and stakeholders, and to fulfilling our legal duties under the Equality Act 2010. We believe every individual has the right to achieve their potential, regardless of their background, identity, or circumstances. We foster a school culture that values and celebrates differences, creating a respectful and inclusive environment for everyone who works, learns, and interacts with our school. This policy reflects our shared responsibility to create a positive and equitable learning and working environment for all.

## National and Legal Context

In accordance with the Equality Act 2010, we recognize our duties to eliminate discrimination, advance equality of opportunity, and foster good relations with regard to the following protected characteristics:

- Disability
- Gender (including gender identity, pregnancy, and maternity)
- Religion and belief
- Sexual orientation
- Marital status (staff)
- Age (staff)
- Race

We also acknowledge our duty under the Education and Inspections Act 2006 to promote community cohesion, cultivating good relations across different cultures and groups. These duties are in line with international human rights standards as expressed in the UN Convention on the Rights of the Child and the UN Convention on the Rights of People with Disabilities.

## School Context

South Wonston Primary serves a diverse school community, including children from military backgrounds and the surrounding village area. We celebrate the variety of cultures, experiences, and identities within our school, including those from White British, ethnic minority, and English as additional language backgrounds.

## Principles

Our equality principles guide the way we work, ensuring that all members of our school community are respected and treated fairly. These principles are:

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

- Regardless of disability, ethnicity, gender identity, religious belief, sexual orientation, marital status, age (staff), pregnancy, maternity, or military connection.
- 2. **We recognise and respect difference**
  - We understand that equality means addressing different needs and removing barriers. Our policies and practices are designed to support diversity across all protected characteristics, ensuring that no one faces unfair disadvantage.
- 3. **We foster positive attitudes and relationships**
  - Our school promotes positive interactions across different communities, to prevent harassment or discrimination. We seek to build a shared sense of belonging for everyone.
- 4. **We observe good equalities practice for staff**
  - We apply fair and consistent policies for recruitment, retention, and professional development of all staff, making necessary adjustments to meet individual needs.
- 5. **We aim to reduce inequalities and remove barriers**
  - We proactively address and aim to reduce inequalities within our school, ensuring that policies, procedures, and actions support inclusion and fairness.
- 6. **We consult and involve the school community**
  - We seek feedback from pupils, parents, staff, and governors to inform and improve our equality practices, ensuring that all voices are heard.
- 7. **We aim to foster greater community cohesion**
  - Our curriculum and activities aim to build social cohesion by ensuring that all individuals and groups can participate equally in school life, regardless of their protected characteristics.
- 8. **We base our practices on sound evidence**
  - We monitor and publish our equality data and objectives annually, and review our progress toward meeting them. We consult stakeholders and keep our policies under review to ensure they meet the needs of the community.

## **Application of Equality Principles**

The principles of this policy are reflected in:

- **Curriculum delivery** and teaching practices
- **Pupil progress, attainment, and achievement**
- **Admissions, attendance, and behaviour**
- **Staff recruitment, development, and retention**
- **Care, guidance, and support** for pupils, families, and staff
- **Partnership working** with parents and carers
- **Behaviour management** and addressing prejudice-related bullying

## Addressing Prejudice and Bullying

We take a firm stance against all forms of prejudice and bullying, including but not limited to those related to protected characteristics. All incidents are recorded and addressed in a timely and effective manner, ensuring a supportive environment for all individuals involved.

### Roles and Responsibilities

- **Governing Body:** Ensures compliance with legal duties, reviews the implementation of the policy, and addresses concerns related to unlawful discrimination, harassment, or victimisation.
- **Headteacher:** Responsible for the overall implementation of the policy, ensuring staff awareness, training, and addressing any issues of discrimination or inequality.
- **All staff:** Expected to promote inclusivity and fairness, address prejudice-related incidents, support pupils with additional needs, and ensure equal access to opportunities for all.

South Wonston Primary School is dedicated to providing a safe, inclusive, and respectful environment for all. This policy ensures that we meet our legal obligations and continue to improve equality practices, promoting a community where all individuals can thrive and contribute to our shared success.

## Equality Objectives

**Objective 1: Improve the attainment and progress in writing for boys across the school**

**Objective 2: Increase the participation and engagement of disadvantaged pupils in extracurricular activities**

**Objective 3: Foster good relations and understanding between pupils from different backgrounds, including those with protected characteristics**

## Action Plans

**Objective 1: Improve the attainment and progress in writing for boys across the school**

Actions:

- Conduct a detailed analysis of boys' writing performance across the school, identifying specific areas for improvement
- Provide targeted professional development for teachers on effective strategies for teaching writing to boys

- Implement a 'boys' writing' intervention programme, focusing on developing boys' motivation, confidence and writing skills
- Monitor the progress of boys in writing closely and adapt teaching approaches as needed
- Celebrate and showcase examples of high-quality writing by boys across the school

Person responsible: Assistant Headteacher for Curriculum and Standards

Resources needed:

- Time for data analysis and planning
- Funding for staff training and resources for the 'boys' writing' intervention
- Opportunities to share good practice and celebrate success

Time frame:

- Initial analysis and planning by end of Term 1
- Intervention programme implemented from Term 2 onwards
- Ongoing monitoring and review throughout the academic year

Success criteria:

- Narrowed gap between boys' and girls' attainment in writing by the end of the academic year
- Improved progress and confidence in writing demonstrated by boys across the school
- Increased engagement and enthusiasm for writing activities among boys

**Objective 2: Increase the participation and engagement of disadvantaged pupils (including SEND) in extracurricular activities**

Actions:

- Conduct a survey to understand the barriers and interests of disadvantaged pupils in relation to extracurricular activities
- Develop a targeted programme of extracurricular activities that appeal to disadvantaged pupils, including sports, arts, and enrichment clubs
- Offer subsidised or free places in extracurricular activities for disadvantaged pupils
- Actively promote and encourage disadvantaged (including SEND) pupils to participate in extracurricular activities
- Monitor the participation of disadvantaged pupils and adapt the programme as needed

Person responsible: Assistant Headteacher for Pastoral and Inclusion

Resources needed:

- Funding to subsidise or provide free places in extracurricular activities

- Staff time to coordinate the programme and engage with disadvantaged families
- Promotional materials and communication channels to reach disadvantaged families

Time frame:

- Survey and initial programme development by end of Term 1
- Extracurricular activities implemented from Term 2 onwards
- Ongoing monitoring and review throughout the academic year

Success criteria:

- Increased participation rates of disadvantaged pupils in extracurricular activities
- Positive feedback from disadvantaged pupils and their families about the extracurricular programme
- Improved engagement, confidence and social skills demonstrated by disadvantaged pupils

**Objective 3: Foster good relations and understanding between pupils from different backgrounds, including those with protected characteristics**

Actions:

- Review the school's curriculum and resources to ensure they reflect and celebrate the diversity of the school community
- Organise a series of assemblies, workshops and events that promote understanding and appreciation of different cultures, religions, and protected characteristics
- Provide training for staff on inclusive practises and supporting pupils with different needs and backgrounds
- Establish a student-led diversity and inclusion group to promote understanding and lead initiatives
- Develop partnerships with local community groups and organisations to enhance pupils' understanding of diversity

Person responsible: Assistant Headteacher for Inclusion and Safeguarding

Resources needed:

- Curriculum resources and materials that reflect diversity
- Funding for assemblies, workshops and events
- Staff training on inclusive practises
- Time for the student-led diversity and inclusion group to meet and plan activities
- Partnerships with local community groups and organisations

Time frame:

- Review of curriculum and resources by end of Term 1
- Assemblies, workshops and events implemented throughout the academic year
- Staff training and student group established by end of Term 2
- Ongoing partnerships and initiatives throughout the academic year

Success criteria:

- Increased understanding and appreciation of diversity among pupils, as evidenced through surveys and feedback
- Reduction in incidents of discrimination, bullying or intolerance related to protected characteristics
- Positive engagement and leadership from the student-led diversity and inclusion group
- Strengthened partnerships with local community groups and organisations

## **Child-Friendly Objectives**

1. We want to help the boys in our school get better at writing.
2. We want more children who need extra help to join in with clubs and activities after school.
3. We want everyone in our school to learn about and respect people who are different from them.

## **Impact Statement**

By successfully completing these equality objectives, South Wonston Primary School will see a positive impact in several areas:

1. The attainment and progress in writing for boys will improve, narrowing the gap between boys and girls. This will ensure that all pupils, regardless of gender, are able to achieve their full potential in this important area of the curriculum.
2. Disadvantaged pupils will be more engaged and involved in the wider life of the school, through increased participation in extracurricular activities. This will help to build their confidence, social skills, and sense of belonging within the school community.
3. The school community will have a greater understanding and appreciation of diversity, including those with protected characteristics. This will foster an inclusive and welcoming environment, where all pupils feel valued and respected, and where positive relationships are built across different backgrounds and characteristics.

Overall, these objectives will contribute to the school's vision of "Together, we will nurture, inspire, challenge and achieve" by ensuring that all pupils, regardless of their background or characteristics, have equal opportunities to succeed and thrive at South Wonston Primary School.