



Weston Schools Federation

Equality Policy 2024 - 2025

Date of last review: September 2024 Date of next review: September 2025



School Equalities Policy

(including Equalities Information and Objectives)

Introduction

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

For staff and prospective staff, this policy should be read in conjunction with the school's Employment Equality Policy.

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

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

School Context

Weston Park Primary School and Weston Shore Infant Schools are located in Weston on the east side of Southampton.

Weston Park Primary School is a 2 form entry school in Year R, 1 and 2 and moves to a 3 form entry across KS2. Weston Park Primary consists of approximately 500 pupils. On the 31 July 2018 the school converted to a Multi Academy Trust School under the Hamwic Education Trust.

Weston Shore Infant School is a 1 form entry school for Year R, 1 and 2. There are up to 90 places available for pupils. On 1 June 2019 the school converted to a Multi Academy Trust School under the Hamwic Education Trust.

We collect equality information and this can be referenced in the appendices of this statement.

Principles

To fulfil our legal obligations, we are guided by a number of principles.

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

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We see all pupils, potential pupils, their parents and carers, and staff as 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 and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age
- Whether they have a connection with the forces community
- Whether or not English is their first language
- Whether or not they have refugee/asylum status

2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we note that reasonable adjustments may need to be made
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs
- Religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we note that all have different experiences as a result of our ethnic and racial backgrounds
- Age – we value the diversity in age of staff, parents and carers
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

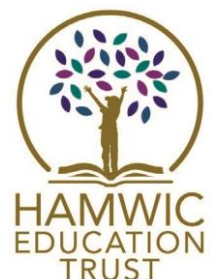
We intend that our policies, procedures and activities should promote:

- positive attitudes and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

4. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

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5. We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities.

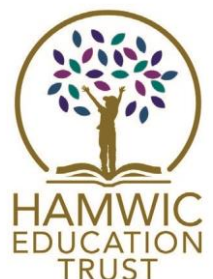
We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

Application of the principles within this policy statement:

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

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Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

Roles and responsibilities

The local 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 and that arrangements are in place to deal with any concerns or unlawful action that arises. This policy will be reviewed by the local governing body in conjunction with its equality objectives every four years.

The school leader is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

Equalities Information

Appendix A

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under 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

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- parent survey
- staff survey
- contact with parents representing pupils with particular protected characteristics
- contact with the local community and disability organisations

Pupil-related data

Pupil Information – Weston Park Primary School and Weston Shore Infant School

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Our schools serve pupils with the following characteristics:

School and NOR	Boys	Girls	SEN	No SEN	EHCP	PP	NPP	Largest Ethnic Groups
WP 517	259	258	65	452	19	287	230	White British; Any other white
WS 67	35	32	6	61	2	45	22	White British

Further Performance Data can be found in the Statutory Information section on our Website.

The school has published various policies on the school's internet site, such as the SEN report, behaviour policy, attendance policy, safeguarding and child protection policies and our curriculum information. These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

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Having referred to and analysed our equality information, we have set ourselves the following objective(s):

Objective 1: To promote the **accessibility of information** for all parents and carers in the school community particularly enhancing communication of key information in languages other than English.

Objective 2: To further develop strategies and opportunities that will prepare children for life in a **diverse society** including fostering respect for the differences between people and celebrate the diversity within our community and globally. This includes each class studying an diverse range of authors in our 'reading everywhere' theme.

Objective 3: To promote equality of access for all pupils to improve knowledge of **online safety and a diverse range of careers** in order than our children are ready for the next stage of their education and their life. This includes a primary focus on ambition for all.

Key Objectives	Key Tasks	Responsibility	Review
<p><u>Objective 1:</u> To promote the accessibility of information for all parents and carers in the school community particularly enhancing communication of key information in languages other than English.</p>	<ul style="list-style-type: none"> • To ensure continued focus on signage around the school represents families who speak English as an additional language. • To update the website with additional videos of key policies so that parents/carers all have access to information that is easily digestible. • To ensure the website is easily translated for parents who speak English as an additional language. • To develop staff CPD to support the needs of children who speak English as an additional language. • Enhance in-class provision for all children including those who speak English as an additional language. 	<p>Senior Leadership Team Year Leaders Class teachers</p>	<p>Termly through parent voice until final results in July 2025</p>
<p><u>Objective 2:</u> To further develop strategies and opportunities that will prepare children for life in a diverse society including fostering respect for the differences between people and celebrate the diversity within our community and globally. This includes each class studying an diverse range of authors in our 'reading everywhere' theme.</p>	<ul style="list-style-type: none"> • To ensure that Vision and values are shared in assemblies • A range of authors from diverse background are celebrated to enrich reading for pleasure. • To ensure that diversity is celebrated in assemblies • Audit resources and ensure enough multi-cultural resources are used effectively to support throughout the curriculum • Audit the library provision and ensure there are enough high quality texts that support a diverse society. 	<p>Senior Leadership Team Year Leaders Class teachers</p>	<p>Termly at pupil progress meetings until final results in July 2025</p>

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	<ul style="list-style-type: none"> • Various displays promoting diversity –“ Proud to be me” displays/discussion • Links to class names • Imbedding of P4C across the schools and across the school as pointers for enhanced ‘corridor discussion’. • Development of cross curricular links throughout the curriculum. • Continued International Day themes. 		
<p><u>Objective 3:</u> To promote equality of access for all pupils to improve knowledge of online safety and a diverse range of careers in order than our children are ready for the next stage of their education and their life. This includes a primary focus on ambition for all.</p>	<ul style="list-style-type: none"> • Pupils are given opportunities to build up communication skills through P4C and PSHE lessons • To give a range of opportunities to try new activities which build on prior learning throughout the curriculum • To enable pupils to self-evaluate tasks and set challenging targets • To further promote self –regulation through school council / anti- bullying ambassadors / Prefects / playground buddies / Heads of Federation (WP) and Heads of School (WS) • Assemblies focus on Safety and Careers and understand the school commitment to them. • Assemblies focus on a diverse range who have been successful in the locality through the tool of education 	<p>Senior Leadership Team Year Leaders Class teachers</p>	<p>Termly at pupil progress meetings until final results in July 2025</p>

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	<ul style="list-style-type: none">• The curriculum starts, wherever possible, with safety including online safety and mental health.		
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Signed Chair of Governing Body:

[date]

Signed Headteacher:

[date]

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