



WOHL ILFORD JEWISH PRIMARY SCHOOL
PUBLIC SECTOR EQUALITY DUTY

Reviewed: November 2022

Next review: November 2026

Signature of Headteacher: 



WOHL ILFORD JEWISH PRIMARY SCHOOL

EQUALITY INFORMATION AND OBJECTIVES PLAN

1. Introduction

The School is committed to making sure it provides equality of opportunity through employment and service delivery. The School's approach to Equality and Diversity is based on the principle of inclusion (increasing the diversity of people actively involved in and contributing to the development of sustainable communities). At its heart is a commitment to the value that all staff bring to the organisation because of their diverse characteristics. These cover race, gender preference, disability, age, marital status, religion, background, personality and work style.

The School as part of the community, will aim to influence, promote and maintain the equal treatment of all members within its community.

1.1 Aims and objectives

- 1.1.1 The School recognises diversity within its workforce and values this diversity as one of the School's strengths. The School also recognises that this diversity is essential to provide a range of educational services in an equally diverse community. The School will ensure that the different needs and expectations of its diverse workforce and community are met.

2. Scope of this policy

- 2.1. The School's Equality and Diversity policy seeks to ensure that 'equality' remains an integral and contributory part of achieving the School's aims and objectives, by addressing equality in employment and service delivery and in its strategic planning processes.

- 2.2. The School is committed to:

- The elimination of unfair or unlawful discrimination against its employees, job applicants, governors, parents and visitors.
- The positive promotion of policies, procedures and practices designed to support equal opportunity at all stages of employment.
- The use, development and retention (wherever possible) of the full range of skills and talents of its employees and governors, regardless of race or colour; gender or marital status; disability, religion, sexual orientation and any other factors which are not relevant to people's ability or potential,

except where this would result in a risk to the public and/or to employee safety.

- 2.3. The School will act within the letter and spirit of equal opportunity legislation and related codes of practice.
- 2.4. The School will not tolerate processes, attitudes and behaviour that amount to discrimination, including harassment, victimisation and bullying through prejudice, ignorance, thoughtlessness and stereotyping. This commitment will be demonstrated by the Governing Body and throughout the School.

3. Requirements and responsibilities under the policy

3.1. Requirement

3.1.1. The School's commitment to equality and diversity needs to be widely and effectively communicated throughout the workforce and to potential employees and contractors (see Appendix 3).

3.1.2. For this purpose:

- A statement of the School's commitment to diversity and equal opportunity (eg Purpose and Aims (and Scope) of this Policy) shall be displayed within the School (see Appendix 3).
- The principles of equal opportunity must be integrated into all School policies eg recruitment & selection, disciplinary, grievance, performance management etc.
- A copy of this policy should be held and maintained by the school office and be available for inspection by employees.
- All new entrants will be shown the location on the computer network of the School's diversity and equal opportunities statement as part of their induction package.
- Agencies and contractors working on behalf of the School must be able to demonstrate their commitment to equal opportunities and the requirements under the School's equality and diversity policy.
- All human resources and organisation practices will be kept under review to ensure the elimination of unjustified bias or prejudice, whether or not such discrimination is barred by legislation.

3.2. Responsibilities:

The Governing Body has set out its commitment to equal opportunities in this policy statement, and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.

- **3.2.1** The Governing Body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities.
- **3.2.2** The governors welcome all applications to join the school, whatever background or disability a child may have.

- 3.2.3 The Governing Body ensures that no child is discriminated against whilst in our school on account of their gender preference, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls.

3.3. The Headteacher will:

- Create an environment where equality and diversity are valued and employees are treated fairly and on an equitable basis.
- Integrate equality and diversity within the School's Strategic and Corporate Objectives.
- Promote equality and diversity in the workplace and in providing services to the community.
- Deter discrimination by making it clear to all that discrimination is unacceptable and will be treated as a serious matter and a disciplinary offence.
- Provide guidance to line managers and employees and others to ensure that the School's commitment to equalities and diversity is known and understood.
- Design its services to meet the needs of its community as identified by the community.
- Regularly monitor and review all systems and procedures used in the provision of services to ensure equality, responsiveness, sensitivity and accessibility.
- Work in partnership with employees and unions in promoting equality and diversity in the workplace and in-service provision.
- Monitor and keep records on complaints of inequality.

3.3.1. Line Managers, in accordance with school procedure, will:

- Be responsible for the implementation and monitoring of the policy within their areas.
- Ensure that the policies and strategies are communicated to all employees and allow for discussion and feedback.
- Help create a working environment which is free from discrimination, including harassment, victimisation and bullying.
- Ensure that all employees understand their responsibilities ie any form of discrimination will not be tolerated and will be treated as a serious offence which could lead to disciplinary action, not excluding dismissal.
- Refer any complaints of discrimination including harassment, victimisation and bullying to the appropriate Senior Leadership Team member in order that they are effectively managed and dealt with promptly.
- Refer any complaints of inequality from pupils, members of the community and employees to the appropriate Senior Leadership Team member in order to ensure the matter is investigated thoroughly and any other steps taken.
- Consider their actions and ensure that there is no scope for discriminatory practices. They must ensure fairness and equality of treatment in all employment practices eg to assess the performance and potential of any individual on merit and without regard to stereotypes and assumptions.

3.3.3 The role of the class teacher

- The class teacher ensures that all pupils are treated fairly, equally and respect. We do not discriminate against any child.
- When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.
- When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues.
- All our teachers challenge any incidents of prejudice or racism. Details of any serious incidents are recorded in the “Racist Incidents” book and are reported to the Governing Body in the Headteacher’s Report. Teachers support the work of ancillary or support staff (LSAs) and encourage them to intervene in a positive way against any occurrence of discrimination.

3.3.4 In addition, all employees will:

- Ensure that they understand the policy and are clear about its implications ie that any breach of the policy will be treated seriously and may lead to disciplinary action not excluding the sanction of dismissal.
- Ensure that they do not discriminate in any matter of employment or service provision/delivery by treating both colleagues and pupils fairly, equitably and respectfully.
- Not discriminate against, harass, abuse, intimidate or victimise other employees.
- Not induce or attempt to induce other employees to discriminate against, harass, intimidate or victimise other employees.
- Take appropriate action if there are apparent breaches of the policy.
- Contact any of the following if they feel that they have not been treated fairly under this policy:
 - Line manager or Headteacher
 - Chair of Governing Body (if complaint is against the Headteacher)

3.3.5 Trade Union Representative

Trade unions

- The School recognises that the Trade Unions share its objectives of eliminating discrimination and promoting equality and diversity initiatives/programmes. Therefore, the School encourages Trade Union involvement in promoting equality of opportunity in Redbridge and participation in joint initiatives and regards this as a matter for full consideration and commitment.

4.0 Legislation

The School is committed to eliminating unlawful discrimination and achieving equality of opportunity as an employer and service provider. The School is committed to the provisions of all related legislation.

4.1 The Equality Act 2010

The Equality Act came into force on 1 October 2010 and has brought together many previous equality-related legislation into one act. It identifies 9 Protected Characteristics and the Act provides protection from unlawful discrimination in respect of these characteristics.

The characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation (gender preference)

4.2 Protected Characteristics

4.2.1 Age

The Act protects people of all ages. However, different treatment because of age is not unlawful direct or indirect discrimination if you can justify it, ie if you can demonstrate that it is a proportionate means of meeting a legitimate aim. Age is the only protected characteristic that allows employers to justify direct discrimination.

4.2.2 Disability

Under the Act, a person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities, which would include things like using a telephone, reading a book or using public transport.

Employers **must** make reasonable adjustments for staff to help them overcome disadvantage resulting from an impairment (eg by providing assistive technologies to help visually impaired staff use computers effectively).

It is discrimination to treat a disabled person unfavourably because of something connected with their disability (eg a tendency to make spelling mistakes arising from dyslexia). This type of discrimination is unlawful where the employer or other person acting for the employer knows, or could reasonably be expected to know, that the person has a disability. This type of discrimination is only justifiable if an employer can show that it is a proportionate means of achieving a legitimate aim.

The Act also includes a provision which makes it unlawful, except in certain circumstances, for employers to ask about a candidate's health before offering them work.

4.2.3 Gender identity and reassignment

A transsexual person is someone who proposes to, starts or has completed a process to change his or her gender. The person does not have to be under medical supervision.

It is discrimination to treat transsexual people less favourably for being absent from work because they propose to undergo, are undergoing or have undergone gender reassignment than they would be treated if they were absent because they were ill or injured.

4.2.4 Marriage and civil partnership

The Act protects employees who are married or in a civil partnership against discrimination.

4.2.5 Pregnancy and maternity

A woman is protected against discrimination on the grounds of pregnancy and maternity during the period of her pregnancy and any statutory maternity leave to which she is entitled. During this period, pregnancy and maternity discrimination cannot be treated as sex discrimination. You must not take into account an employee's period of absence due to pregnancy-related illness when making a decision about her employment.

4.2.6 Race

For the purposes of the Act 'race' includes colour, nationality and ethnic or national origins. A racial group can be made up of two or more different racial groups (eg Black Britons). The Act protects people from discrimination on the grounds of race.

Anti-racism

- It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we would act immediately to prevent any repetition of the incident.
- We endeavour to make our school welcoming to all minority groups. We promote an understanding of different cultures through the topics studied by the children, and we reflect this in the range of resources and displays of work shown around the school.
- Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups.
- Should anyone at our school be a victim of racism, we will do all we can to support that person in overcoming any difficulties they may have.

4.2.7 Religion or belief

Employees and job seekers are protected if they have a faith or if they have no particular faith. To be protected a belief must satisfy various criteria ie it is a weighty and substantial aspect of human life and behaviour. Denominations or sects within a religion can be considered a protected religion or religious belief. Humanism is a protected philosophical belief but political beliefs would not be protected. Discrimination because of religion or belief can occur even where both the discriminator and recipient are of the same religion or belief.

4.2.8 Sex

Both men and women are protected under the Act. Sex discrimination is discrimination on the grounds of sex. All terms and conditions of employment are covered. It also includes applying a 'provision, criterion or practice' which, although it applies to men and women equally, puts women at a disadvantage compared to men and which the employer cannot show is a proportionate means of achieving a legitimate aim. Such an example could be a requirement to work full-time

4.2.9 Sexual orientation

The Act protects heteronormative, cisgender, transgender, non-binary or gender neutral people from discrimination on the grounds of sexual orientation. The Act makes it unlawful on the grounds of sexual orientation to:

- Discriminate directly against anyone and to treat them less favourably than others because of their actual or perceived sexual orientation (or gender preference).
- Discriminate indirectly - to apply a criterion, provision or practice which disadvantages people of a particular sexual orientation (or gender preference), unless it can be objectively justified.
- Subject someone to harassment - harassment is unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment.
- Victimise someone because they have made or intend to make a complaint or allegation in relation to a complaint of discrimination on the grounds of sexual orientation.

4.2.10 Part-time Workers

Part-time workers have the right to be treated no less favourably than comparable full-timers. This means they should:

- Receive the same rates of pay
- Not be excluded from training simply because they work part-time
- Receive holiday entitlement pro rata to comparable full timers
- Not be treated less favourably when workers are selected for redundancy.

4.2.11 Fixed Term Workers

Under the regulations fixed term workers have the right to the same terms and conditions of employment as comparable permanent employees.

4.2.12 Agency Workers

The Agency Worker Regulations come into force on 1 October 2011 and are detailed in the Agency Worker Regulation Guidance Document which can be accessed via the intranet (see section 10)

4.3 Other employment related provisions under the Equality Act 2010

Employment tribunals' powers

The Act makes it possible for employment tribunals to make recommendations that an employer takes steps to eliminate or reduce the effect of discrimination on other employees, not only on the claimant. This extends the tribunals' previous powers. For example, a tribunal might specify that an employer needs to undertake certain training of all staff on equal opportunities. This power does not apply to equal pay cases. (Tribunal judgments were also intended to be made available online so that recommendations will be made public.)

4.3.1 Equal pay

The equal pay provisions in the Equality Act 2010 ensure that, where women and men are doing equal work, they should receive the same rewards for it. The provisions in the act apply to all contractual terms not just those directly related to remuneration, such as holiday entitlement, sick pay, overtime, shift payments, and occupational pension benefits.

Where a woman has evidence of direct sex discrimination in relation to her contractual pay but there is no actual comparator doing equal work, so that a sex equality clause cannot operate, she can claim sex discrimination based on a hypothetical comparator.

It is unlawful for an employer to victimise a worker for bringing an equal pay or discrimination claim or for giving evidence about such a complaint.

4.3.2 Occupational requirement defences

These are harmonised across all protected characteristics and the 'genuine occupational qualifications' (GOQs) are no longer needed.

4.3.3 Pay secrecy clauses

Under the Act they are unenforceable in employment contracts, thereby enabling employees to discuss their own pay without fear of breach of contract claims from their employer. It is also unlawful for employers to restrict employees from discussing if any differences in pay are related to protected characteristics. An employer can however require employees to keep pay rates confidential from people outside the workplace, such as a competitor organisation.

4.3.4 Pre-employment health related questions

The Act limits the circumstances when employers can ask pre-employment health-related questions before offering the position. Once a person has passed the interview and you have offered them a job you are permitted to ask appropriate health related questions.

4.3.5 Public Sector Equality Duty

This affects public authorities and harmonises the single equality duty across all protected characteristics, except marriage and civil partnership. The equality duty requires all public bodies to have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited.
- Advance equality of opportunity between persons who share a 'relevant protected characteristic' and persons who do not share it and;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

4.3.6 Positive action

The Act extends the circumstances in which employers can select, recruit or employ in favour of a minority candidate who is as qualified as another candidate for a role. For example, this may include using positive action for training opportunities to alleviate disadvantage experienced by employees who share a protected characteristics; reduce their under representation in particular activities; and meet their particular needs – any such measures must be a proportionate way of achieving the relevant aim. Provided that, where positive action is taken in relation to recruitment (or promotion), applicants (or employees) must be equally qualified, and that the act of treating an applicant (or an employee) more favourably simply because he or she suffers disadvantage connected to a protected characteristics or is under-represented in particular activities remains unlawful.

4.4 Additional legal instruments dealing with discrimination United Nations and the rule of law, Equality and Non-discrimination 2015

- The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000 (SI 2000/1551)
- The Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002(SI 2002/2034)
- Employment Rights Act 1996 (sections relating to maternity and dependant carer leave)
- Race Relations (Amendment) Act 2000
- Protection from Harassment Act 1997
- Racial and Religious Hatred Act 2006
- Equal Treatment Framework Directive (2000/78/EC)
- Equal Treatment Amendment Directive (2002/73/EC)
- Race Directive (2000/43/EC)
- Directive implementing the principle of equal treatment between men and women in the access to and supply of goods and services (2004/113/EC)
- Directive on equality between men and women in matters of employment and occupation (2006/54)

5.0 Discrimination

The School recognises that discrimination can take different forms, all of which are unacceptable.

5.1 Types of discrimination

5.1.1 Direct discrimination

Direct discrimination occurs when someone is treated less favourably than another person because of a protected characteristic they have or are thought to have (see perceptive discrimination below), or because they associate with someone who has a protected characteristic (see associative discrimination below).

5.1.2 Indirect discrimination

Indirect discrimination already applies to all protected characteristics and can occur when you have a condition, rule, policy or when a practice in your school that applies to everyone but particularly disadvantages people who share a protected characteristic.

5.1.3 Associative Discrimination

This is direct discrimination against someone because they associate with another person who possesses a protected characteristic. It applies to race, religion or belief, sexual orientation (or gender preference), age or disability.

5.1.4 Perceptive discrimination

This is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic. Perceptive discrimination applies to age, race, religion or belief, sexual orientation, disability, gender reassignment and sex.

5.1.5 Harassment

Harassment occurs when, for a reason which relates to a person's age, race, sex, disability, religion or sexual orientation (or gender preference), another person engages in unwanted conduct which may violate the person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for that person. Harassment applies to all protected characteristics except for pregnancy and maternity and marriage and civil partnership. Employees can complain of behaviour that they find offensive even if it is not directed at them and are protected from harassment because of perception and association.

5.1.6 Victimisation

Victimisation makes it unlawful for one person to treat another less favourably than they would treat other people because that person has made or supported a complaint or raised a grievance under the Act (or previous legislation), or because they are suspected of doing so.

An employee is not protected if they have maliciously made or supported an untrue complaint. However, it is sufficient if the employee believes that the victim has done, or intends to do any of the things listed above.

5.1.7 Institutional discrimination

Institutional discrimination consists of the collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, ethnic origin, gender or disability etc. It can be seen or detected in processes, attitudes and behaviour which amount to

discrimination through unwitting prejudice, ignorance, thoughtlessness and stereotyping which further disadvantage such people.

Eliminating discrimination

This policy sets out the school's commitment to opposing all forms of discrimination and will therefore ensure that its employees, job applicants and the community it serves are not discriminated against on the basis of any of the following:

- Race, colour, ethnic group or national origin
- Gender or marital status
- Disability
- Sexuality or gender preference
- Age
- Employment status
- Actual/suspected HIV/AIDS
- Religion, faith and belief
- Trade union activities
- Unrelated criminal offences/ex-offenders (subject to any legal or public interest constraints)
- Responsibilities for children or dependants

6.0 Responding to a complaint of Discrimination/Harassment/Victimisation/Bullying

6.1 Grievances involving allegations of discrimination, harassment, and victimisation or bullying require sensitivity and particular consideration in the way they are handled. It is essential that all allegations of this nature are treated seriously and thoroughly investigated.

6.2 Complaints of discrimination/harassment/victimisation/bullying are to be dealt with using the schools agreed Disciplinary procedure for school-based staff.

7.0 Monitoring and Evaluation

7.1 It is the responsibility of the School's Governing Body and Leadership Team to monitor the effectiveness of this policy. The governors will therefore:

- Monitor the staff appointment process, so that no one applying for a post at this school is discriminated against.
- Monitor the implementation of the Grievance (Dignity at Work policy) & Disciplinary procedures in accordance with the equality act.
- Monitor training implementation to ensure equality of provision is fair and in accordance with the equality act.
- Take into serious consideration any discrimination complaints from parents, staff or pupils.
- Regularly review this policy in light of changing legislation.

8.0 Implementation of the policy

8.1 All employees, trade unions, agents of and contractors with the School have a responsibility and a role to play in the implementation of this Policy. The School will actively promote this policy and do the following to ensure that this policy is fully effective:

- Regularly review, monitor and evaluate all policies, procedures and practices both in service delivery, employment and resources allocation from an equality perspective to ensure that they conform with this policy.
- Communicate policies and procedures to employees, service users, contractors and agents.
- Build equality/diversity targets where appropriate into performance appraisal processes for staff.
- Take appropriate action (using agreed procedures) if any employee breaches the conditions of this policy.
- Provide training and guidance to all employees, particularly for line managers to ensure that they understand their legal and corporate responsibilities.
- Provide positive action training programmes (where legally permissible) to under-represented groups to redress current imbalances e.g. through recruitment, career planning and training.

9.0 Further Guidance:

Further information, including links to other useful sites, can be found at

ACAS

Advice and Guidance Document on the Equality Act 2010

<http://www.acas.org.uk/index.aspx?articleid=3017>

Equality & Human Rights Commission:

Guidance relating to the Public Sector Equality Duty

<http://www.equalityhumanrights.com/advice-and-guidance/public-sector-equality-duty/guidance-on-the-equality-duty/>

Equality Act Guidance

<http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/>

United Nations and the rule of law, Equality and Non-discrimination

<https://www.un.org/ruleoflaw/thematic-areas/human-rights/equality-and-non-discrimination/>

10.0 Monitoring and review

It is the responsibility of our Governing Body to monitor the effectiveness of this Equal Opportunities policy. The Governing Body does this by:

- Monitoring the progress of pupils of minority groups and comparing it to the progress made by other pupils in the school;
- Monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against;
- Requiring the Headteacher to report to governors on an annual basis on the effectiveness of this policy;
- Taking into serious consideration any complaints regarding equal opportunity issues from parents, staff or pupils;
- Monitoring the school behaviour and exclusions policy, so those pupils from minority groups are not unfairly treated.

APPENDIX 1

The School will work hard to ensure that:

- As an employer, an employment environment is provided where people have the opportunity to contribute and develop according to their individual merits and aspirations.
- All recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
- We challenge stereotyping and prejudice whenever it occurs.
- We celebrate the cultural diversity of our community and show respect for all minority groups.
- As a provider of educational services, which recognises the diversity of its local community, each student and parent is treated fairly and equally, in all its dealings.

The School recognises that there is also a strong business case for placing a positive value on diversity in the workforce and in the community. Managing how staff deal with diversity will better enable the school to provide appropriate, quality services for the whole community.

The School will not discriminate directly or indirectly through applying conditions or requirements which contravene legislation and/or which cannot be shown to be justified.

We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

The School is committed to securing and working in partnership with its community, businesses and local and national interest groups that represent all sections of the local community, in promoting an environment where fair and equitable services are provided.

It is the responsibility of the Governing Body and employees, including the Headteacher, to uphold and implement this policy.

APPENDIX 2

EQUALITY OBJECTIVES

Objective	Which group(s) with protected characteristics will this benefit/	Actions and who will be involved?	Timescale	Which general duty/duties will it address?	How will we measure our success?
To promote cultural development and understanding through a rich range of experience, both in and beyond the school	Disability, Gender, Race, Religion or belief, Sexual orientation, Gender reassignment,	Visits to/from other faith schools, sharing experiences and knowledge and developing pupils' knowledge and understanding of others. To cultivate tolerance and appreciation of unique qualities of individuals and their differences Programme of visitors organised for assemblies to share different faiths, cultures and disabilities. Senior Leadership Team, JS lead	Visit and visitors programme set by each year Termly visitors - many linked to school festivals or annual events	Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.	Pupils in the school will have a wider experience of a divergent society Children understand that they are part of a multi-faith society and learn the values of other religions, customs and medical, physical and emotional conditions

<p>To ensure that all pupils are given similar opportunities with regards to after-school clubs and activities</p>	<p>Disability, Gender, Race, Religion or belief,</p>	<p>Analysis of register of attendance, applications for clubs. Parents' feedback and pupil responses raised through whole school council. Friendship bench and prefect for playground/friendship activities PE subject lead, SBM, Y6 playground prefects</p>	<p>Parent questionnaire bi-annually from GB, regular feedback daily/weekly - 1:1, by email and half-termly student council meetings</p>	<p>Advance equality of opportunity between people who share protected characteristics and those who do not</p>	<p>Increase of attendance to after-school clubs. All disadvantaged children attend at least one club or activity during the year. Pupils all included in playtime activities and do not feel excluded, teased, bullied or side-lined by their peers.</p>
<p>To ensure the school environment is accessible as possible to all pupils, staff and visitors.</p>	<p>Disability, Gender,</p>	<p>Keep accessibility plan up to date (see plan) SENCO, Health and safety Governors</p>	<p>ongoing</p>	<p>Advance equality of opportunity between people who share protected characteristics and those who do not</p>	<p>All pupils able to access learning and environment</p>
<p>To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010</p>	<p>Disability, Gender, Race, Religion or belief, Sexual orientation, Gender reassignment,</p>	<p>Ensuring sharing with all staff of school's effective system for recording incidences of discriminatory behaviours. Systems ensure swift</p>	<p>Feedback from pupils following any individual incidents, reports written and shared with parents and staff and reported</p>	<p>Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.</p>	<p>No recorded incidents of specific name calling i.e. homophobic/ racist improve everyone's understanding of the implications of homophobic name</p>

		identification of any issues, prompt and effective action involving parents where necessary and comprehensive recording.	to GB via HT termly report		calling Parents will work with the school to eliminate
Actively close gaps in attainment and achievement between pupils and all groups of pupils; especially students eligible for free-school meals, students with special educational needs and disabilities and looked after children	Disability, Gender, Race,	Modify provision in order to meet all children's needs and interests, including medical health care plans as required Introduce more specific interventions for access to learning as required Improve parental engagement through workshops and sharing of information at end of day, by email, group mail, the school website, letters and open evening. Workshops for new parents in early years. Class teachers, SENCo, parents	Ongoing – see SIP/SEF - closing the gap and tracking SEND against non-SEND pupil outcomes	Advance equality of opportunity between people who share protected characteristics and those who do not	The gap between SEND pupils and non-SEND pupils will be narrowed

	Monitoring arrangements: SENCO liaison with parents, class teachers, SLT. HT liaison with GB through termly reports. SENCO meetings with nominated GB member H&S issues monitored by H&S lead and HT Reference made to Equalities Act through analysis of data and presentation of evidence by any staff concerned, shared with SLT and GB
	Review dates: November 2026

APPENDIX 3

EQUAL OPPORTUNITIES/INCLUSION STATEMENT

EQUAL OPPORTUNITIES

There is a legal framework to protect individuals from unlawful discrimination. This statement is designed to build upon the statutory position and to reflect the spirit as well as the letter of legislation.

This school belongs to its students, their families, staff and the whole community. We aim to make this school a place of which all its members and the community it serves can be proud and a place where everyone is valued.

The school community consists of pupils, parents/guardians/carers, governors and all staff.

Every member of the school community has the right to grow and change, free from prejudice, stereotyping, harassment/bullying and negative discrimination.

Every pupil in the school community, irrespective of gender preference, race, language or special needs, has the right to equal access to a curriculum that meets their needs.

Learning is the entitlement and responsibility of every member of the school community.

Every member of the school community has the right to object to and/or reject language or behaviour, which is offensive and or intimidating.

Every member of the school community has the responsibility to treat others with respect.

Every member of the school community has the responsibility to report any incidents of disrespect within the school community.

This policy requires the full commitment of each member of the school community and the acceptance of a code of conduct which:

- 1 Encourages respect.
- 2 Encourages collective action to challenge prejudice, stereotyping, harassment/bullying and negative discrimination and the structures, which perpetuate them.
- 3 Recognises and challenges stereotyped images and, in their place, promotes positive images.

- 4 Declares as unacceptable any language, action or belief that is prejudiced or which encourages prejudice in others.
- 5 Recognises and challenges institutional and organisational structures which have prejudicial or discriminatory effects.

It is the responsibility of all members of the school community to uphold this policy even where it may be in conflict with their own beliefs.

This policy underpins all aspect of school life and needs to be embedded in all other policies, procedures and practices.

INCLUSION

WIJPS is committed to providing an inclusive community and meeting the needs of all its pupils and ensuring that they have access to the broad and balanced curriculum to which they are entitled.

The Early Years Foundation Stage Curriculum and then the National Curriculum are the starting point for planning a school curriculum that meets the specific needs of individuals and groups of pupils.

This statutory inclusion statement on providing effective learning opportunities for all pupils outlines how teachers can modify, as necessary, the National Curriculum programmes of study/ Early Years Foundation Stage Curriculum to provide all pupils with relevant and appropriately challenging work at each key stage. It sets out three principles that are essential to developing a more inclusive curriculum.

- 1 Setting suitable learning challenges.
- 2 Responding to pupils' diverse learning needs.
- 3 Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Applying these principles should keep to a minimum the need for aspects of the National Curriculum to be disapplied for a pupil.

The SEND policy sets out how the school intends to assess and address individual needs.

The school development plan will be mindful of the need to ensure access to all areas of the curriculum for all irrespective of gender, race or language.

The school will strive to provide other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of pupils.