



Wingfield

PRIMARY SCHOOL

Equality of Opportunity Policy

Reviewed policy agreed by GB on:	Autumn 2019
Reviewed policy shared with staff on:	Autumn 2019
Policy to be reviewed again on:	Autumn 2020
Equality objectives to be reviewed again on:	Autumn 2022

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Legal Context

The Equality Act 2010 drew together 116 pieces of legislation into one single Act. Its aim was to simplify the legal background relating to equality and extend provisions in some areas. The act provides a legal framework to protect the rights of individuals and advance equality of opportunity for all. The Act includes a new integrated Equality Duty on all public bodies, effective from April 2011, that encompasses protection for the following nine personal characteristics: age, disability, gender, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief and sexual orientation.

The duty requires public bodies to do the following in respect of all these characteristics:

- eliminate unlawful discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relationships between people with differing personal characteristics.

The Wingfield Equality of Opportunity Policy aims to reflect and meet all legislative provisions to promote equality and eliminate unlawful discrimination, including the requirements of the Equality Act 2010. Our equalities policy, aims alongside our Inclusion Policy to provide a platform for ongoing development, incorporating further adaptations in both law and best practice.

Commitment to Equality

At Wingfield we welcome and celebrate difference, diversity and individuality. For us, inclusion means making sure that everyone who is part of our community can easily understand, access, feel part of and benefit from all that the school can offer. More than this, it means doing all we can to recognise and remove or overcome barriers to learning, achievement and well-being and to work towards ensuring that children of all abilities should have their learning needs met. Wingfield children, families and staff are from a rich variety of social backgrounds, family structures, ethnic groups and religions. We are opposed to any form of discrimination or exclusion and will actively work to ensure that all adults and children are given every opportunity to achieve, to recognise their own worth and to play an important part in our community.

Equality Objectives:

- To enable children to live, play and learn harmoniously
- To help children learn that difference and diversity are valued and welcomed
- To create an inclusive environment where success is not affected by culture, gender, social class, sexual orientation, family circumstance or any other factors
- To create an inclusive environment for families and the wider community
- To make sure every adult in school is able to fulfil their role and maintain equality principles

Guiding Principles and Values

Our children, families, staff, and Local Governing Bodies are from a rich variety of social backgrounds, family structures, ethnic groups and religions. We value each individual's right to respect, courtesy and the recognition of individual differences. Promoting equality is central to our work. We strive to ensure that both adults and children alike are given every opportunity to achieve, recognise their own worth and to play an important role in our community. Equality objectives also relate to the government's 'Every Child Matters' agenda with its aim for every child, whatever their background or their circumstances, to have the support they need in order to be healthy, stay safe, enjoy and achieve, make a positive contribution to their communities and achieve economic well-being. In order to achieve these objectives our guiding principles are:

- Children are at the heart of all decisions made. Children are valued as individuals and encouraged and enabled to be confident, successful and open-minded learners.
- We oppose all prejudice, discrimination and exclusive practices and work to ensure that everyone is regarded as important in our community.
- We will always make clear, open and effective decisions which best support children's learning.
- Children and staff are valued as individuals and encouraged to be confident and open-minded learners.
- Everyone in our community is important, we actively oppose any form of prejudice or discrimination.
- We provide high quality learning environments and an engaging curriculum that reflects the diversity and interests of the community.
- We work closely with staff, parents and carers and others to meet high standards of attendance, work and behaviour.
- Our staff understand the importance of continual professional learning; they are knowledgeable, fair and adaptable.

Definition of Terms

Discrimination is the practice of treating a person or group of people less favourably than others because of an assumption that their needs, lifestyle, culture or practices are less important or less acceptable than others.

Prejudice is pre-judging people or groups of people on the basis of false assumptions or inadequate evidence. The judgement is usually negative and involves holding opinions or having attitudes which are not founded in fact.

Institutional discrimination is the collective failure of an organisation (such as a school) to provide an appropriate and professional service to people because of their religion, sexuality, lifestyle, gender, ethnic origin or physical appearance. It can be seen in practices, attitudes and behaviour which discriminate through prejudice, ignorance, thoughtlessness and stereotyping and which disadvantage certain individuals or groups of individuals. It is possible for an institution and individual to discriminate by not doing something as well as by doing something. It is discriminating to ignore, omit, disregard, or 'gloss over' an important aspect or feature of a person's life or community.

Harassment is a form of bullying where the intention is to cause insult or injury or harm for specific reasons connected to the recipient's identity or culture.

Exclusive language or practices A way of behaving or speaking which makes some people feel included and some people feel left out. It may be careless or intentional, but it nearly always involves an assumption that the audience or recipient has the same thoughts, feelings or background as you. It always makes the recipient feel 'excluded' or in some way 'deficient'.

Inclusive language or practices A way of behaving or speaking which makes all people feel included and no one feels left out. It never assumes that the audience or recipient has the same thoughts, feelings and background that you do. It needs careful thought but can readily and easily be learnt. It requires empathy and a conscious appreciation of the uniqueness of each individual.

Race, Ethnicity and Cultural Equality

At Wingfield we create a culture and ethos in which everyone feels safe and valued. We try to engender a sense of belonging amongst every member of the school community. We celebrate cultural, religious and ethnic diversity. Diversity is seen as an opportunity not a reason for underachievement. We focus on data collected and analysed by ethnicity and we use this data to improve the quality of our provision and to inform the effective deployment of resources.

We value the individuality of all our children and believe that every pupil should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards differing identities. We are committed to giving all our children every opportunity to achieve the highest standards and to develop the knowledge, understanding and skills they need in order to equip them for their future life. Within this ethos of achievement, we do not tolerate bullying or harassment of any kind. We aim to reflect the multi-ethnicity and multi-cultural nature of our society and ensure that the education we offer fosters positive attitudes to all people. All staff are committed to responding to any racist incidents in accordance with our clear guidelines and expectations, as set out in our behaviour and relationships policy.

We are committed to:

- The promotion of good relationships and equality of opportunity between members of our community regardless of race, colour, nationality, ethnic or national origin.
- Eliminating unlawful racial discrimination.
- Ensuring that this policy is embedded in individual academy development planning.

Language Equality

We have an increasing number of school users for whom English is an additional language. We recognise that cultural and linguistic diversity is a rich resource for the whole school. Building on children's knowledge of other cultures and languages we will support EAL learners in becoming confident speakers and writers of English in all areas of the curriculum. We will access translation and interpreting services in order to ensure that we communicate effectively with parents/carers whose first language is not English.

We are committed to:

- The promotion of celebrating linguistic diversity.
- Supporting EAL learners effectively.

- Ensuring parents with EAL are able to receive school communication in an appropriate manner.

Disability and Medical Inclusion

A disabled person is someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. The effect on normal day-to-day activities involves one or more of the following:

- Physical mobility and/or coordination
- Memory or ability to concentrate, learn or understand
- Speech, hearing or eyesight
- Ability to navigate social relationships
- Understanding of risk or danger
- Continence

The definition of disability includes a wide range of impairments including those which are often hidden such as dyslexia, autism, speech and language and attention deficit disorders. This includes children, staff and other members of the school community.

We are committed to:

- Promoting equality of opportunity between both disabled and non-disabled people.
- Eliminating unlawful discrimination and disability-related harassment.
- Promoting positive attitudes towards disability.
- Encouraging participation by disabled people, taking steps to meet disabled people's needs.
- Working closely with outside agencies to ensure best possible opportunities for children with additional needs.

Whilst our primary aim is to make adaptations and adjustments to ensure participation, there may be circumstances in which educating a child is detrimental to the achievement, safety and well-being of both themselves and others. In this eventuality we will then consult with both parents/carers and the Local Authority in a respectful and sensitive manner.

We are committed to supporting children with specific health conditions in an appropriate and consistent manner. Parents/carers are encouraged to provide the school with full information about their child's medical needs. Any medical information is treated confidentially. We work together to ensure equality of access for all and we recognise that medical conditions, if not properly managed, can limit a child's access to education.

Socio-Economic Status Equality

A family's socio-economic status is based on family income, parental education, parental occupation, and social status in the community. Recent research shows that socio-economic status is the biggest factor affecting attainment for children of both genders and from all ethnic backgrounds. At Wingfield we use our comprehensive tracking system to monitor the progress of children from different socio-economic backgrounds. In order to gain the views of all members of our community, we consult families in as many ways as possible.

We are committed to:

- Creating links with home through home visits, regular communication and meetings.
- Ensuring that all children from different socio-economic groups have access to a range of educational opportunities.
- Have high expectations of all children to achieve.

The Wingfield Parent's Association works closely with the school to plan inclusive events that celebrate the whole community joining together. Money raised is used to purchase equipment and resources that enrich the curriculum for all.

Gender Equality

We are dedicated to ensuring equality of education and opportunity for all, irrespective of gender. The achievement of all children is monitored on the basis of gender. We look for developing trends and patterns and we use this data to raise standards and ensure inclusive teaching. We aim to provide our learners with a firm foundation which will enable them to fulfil their potential, regardless of gender. We actively challenge gender stereotypes and we encourage both boys and girls to take a full and active part in all areas of school life, including extra-curricular clubs and activities. We recognise that definitions and choices may go beyond being male or female and include, for example intersex and self-definitions of transgender.

We are committed to:

- Eliminating unlawful discrimination and harassment on the grounds of gender (including gender reassignment).
- Promoting equality of opportunity irrespective of gender.
- Actively challenge gender stereotypes and gender bias.
- Have high expectations of all children to achieve.

Religion and Belief Equality

Through education we provide a positive environment, raising awareness of cultures and religion and actively promoting tolerance within our community. Members of all faiths or belief, alongside those without religious belief, will be treated with equal dignity, respect and fairness.

We are committed to:

- Working closely with families and members of the community to promote shared values.
- Celebrate the diverse religions and beliefs.
- Create an inclusive environment where all religions or beliefs are respected.
- Make provisions where required for Religious beliefs, holidays etc

Sexual Orientation Equality

We recognise the need to protect everyone within the LGBTQ+ community from unlawful discrimination and harassment on the grounds of sexual orientation. We are committed to taking a pro-active approach to preventing all forms of homophobia and discrimination within our school. Homophobia and transphobia amongst adults are classified as a hate crime and incidents may be reported to

the police. We will not tolerate homophobia and transphobia of any kind in our schools. We will not allow or support discrimination or prejudice or accept language or behaviour which is harmful or less than respectful to any individual person or group of people. We will always respond in a consistent, clear and positive way in dealing with any and all kinds of homo/transphobia or homo/transphobic abuse. We will enable children and young adults to understand that there are a range of differences, options and choices in peoples' lifestyles and that all differences are valid, valued and recognised. Everyone has a gender identity and expresses their gender in a unique and personal way.

We are committed to:

- Providing an inclusive, safe environment for children, parents, staff and other members of the community.
- Promoting respect and understanding of sexual orientation.
- Ensuring that discrimination against LGBTQ+ members is not acceptable or tolerated.

Anti-Bullying and Discriminatory Policy Framework

All forms of bullying and discrimination are unacceptable and will not be tolerated. Our anti-bullying policy sets out how Wingfield addresses bullying.

Employment Practises

We advertise all job vacancies and we follow Greenwich Council's Equal Opportunities Policy in relation to job applications and the recruitment process. We work to eliminate discrimination in employment practice and actively promote equality within our workforce.

We are committed to:

- Advertising vacancies openly.
- All interview panel members must be appropriately trained and will act in accordance with the requirements of anti-discrimination legislation
- Selection decisions will be made against the agreed criteria and no other criteria will be used
- Reasonable adjustments will be made to the recruitment and selection process where necessary to ensure that people with disabilities are enabled to compete for appointments in the schools

Admissions Policy

We follow the published Admissions Policy for Greenwich Children's Services. A copy of the published policy is freely available from the school office or from: **School's Admissions, The Woolwich Centre, Wellington Street, London SE18 6HQ**

If you would like help in understanding the policy or in completing an application form, please ask in the school office. We can also arrange a translation service for you.

Access and Entitlement to Learning

Personalised learning

We are committed to personalised learning for all children.

Personalisation is the key to tackling the persistent achievement gaps between different social and ethnic groups. It means a tailored education for every child and high-quality teaching that is responsive to the different ways in which children achieve their best. It means taking a responsive approach to each child's learning, shaping teaching around the different ways in which children learn in order that all can progress, achieve and participate. It means strengthening the link between learning and teaching by engaging children, and their parents, as partners in learning.

We provide a curriculum which is broad, rich, inclusive and meaningful. We create an achievement culture by providing the right opportunities, with support and encouragement, so that each child develops a desire to learn and achieve. We engage children in contexts for learning that challenge, stretch and excite.

Increasing access to learning

We recognise that some children need increased access to learning. Children are given access to additional learning support if they have a significantly greater difficulty in learning than most children of the same age. They also access increased support if they have a disability which gets in the way of them being able to access and benefit from the educational opportunities generally enjoyed by children of the same age.

To provide additional support involves identifying and where possible removing barriers and increasing a child's ability to participate and be successful in learning. We believe that many barriers to learning can be removed or minimised by careful thought about the individual child, task and expected outcome. We constantly develop and use a range of strategies and resources to remove barriers to learning and ensure each child make good progress.

Resourcing for learning support

Schools are funded according to the number of children on-roll and are allocated a sum of money to support children who have additional educational needs. Some funding for children is delegated to the local cluster of schools. This may be used to provide support or a resource across the cluster, for example additional support from the educational psychology service.

Some children will have an Education and Health Care Plan (EHP). This means they will have additional and targeted resources (money) to provide additional 1:1 support for the child and to buy specialist advice or resources.

Expectations of Staff

All staff working within the school are committed to the values and principles promoted by the Equality Policy and have agreed to maintain these values throughout their teaching careers.

Staff are committed to:

- Have high expectations of every learner and use a range of teaching strategies to give them the confidence and skills to succeed.

- Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their children and how best to address those needs and engage them.
- Work closely with other staff and external agencies to provide the best for the children in their care.
- Work closely with parents, families and members of the community.
- Put personalising learning at the heart of their vision for transforming teaching and learning.

All children aged 3-5 in Wingfield School will be supported in moving towards the Early Learning Goals. These are based on 6 areas of learning (Knowledge and understanding of the world; Communication, Language and literacy; Mathematical development; Physical development; Creative, development; Personal, social and emotional development) and our curriculum will be designed to enable all children to learn and develop in these areas.

From year 1 (the year in which children become aged 6) all children are entitled to access the National Curriculum: English, Mathematics, Science, History, Geography, Modern Foreign Language, Design and Technology, Computing, Art, Music, P.E. and R.E. In Wingfield we also offer all children access to an extended curriculum, beyond National Curriculum specifications, which includes areas such as environmental education, Forest School, PHSCE, citizenship and sex and relationships education.

The Wingfield Governing body ensures that:

- The school complies with race relations, disability, gender and SEN related legislation, including the general and specific duties.
- This policy and all its related procedures and strategies are implemented.
- This policy is reviewed regularly and kept up to date.



Equalities Action Plan 2018-2022

Equality Strand	Action	Impact monitoring	Implementation responsibility	Time Frame	Expect Impact
All	Publish and promote the school action plan through website, newsletter and professional development meetings.	Add questions to annual surveys to establish awareness and understanding.	Headteacher	Autumn 2018 and ongoing	<p>All staff are familiar with the principles of the equality policy and use them to underpin planning and teaching.</p> <p>Children have an increased awareness of equality.</p> <p>Parents are aware of the practice and purpose that underpins the equality policy.</p>
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in data that require additional support.	<p>Detailed data reports are created three times a year.</p> <p>Teachers produce a Class Dashboard to demonstrate the attainment and</p>	<p>Deputy Headteacher</p> <p>Class teachers</p>	Autumn 2018 and ongoing	Pupil achievement for equality groups above national average, and where there are gaps these are narrowed through effective monitoring and intervention.

		<p>progress of their class in all equality groups.</p> <p>Governing body monitors the progress and attainment of all equality groups in data focussed governor meetings and learning walks.</p>	Governing body		<p>Children know where they are in their learning, an awareness of their next steps in their learning and know how to move on to the next stage in their education.</p> <p>Parents informed of how and the frequency of formal assessments. Parents are updated three times a year to the academic progress of the child. Parents with SEND children are invited to PLP reviews and annual reviews with SENCOs and the professionals working with their children.</p> <p>Governors</p>
<p>SEND</p> <p>Children with complex ASD supported appropriately with personalised</p>	<p>SENCO develop targets and reviews with, parents, ASD outreach and all professionals.</p>	<p>Children's PLP will be activated and children will receive provision that meets their educational needs.</p>	<p>SENCO Assistant Headteacher for Inclusion</p>	<p>Autumn 2018 and ongoing</p>	<p>Children identified with ASD are making expected progress and are monitored by class teachers and SENCOs/Assistant</p>

education opportunities.	<p>Teachers and support staff attend review meetings.</p> <p>Support staff will have continuing professional development.</p>	<p>Teachers and support staff are well equipped to meet personalised education plan targets.</p>			<p>headteacher for Inclusion</p> <p>Children Identified with ASD provision</p>
<p>Gender</p> <p>Fewer boys are reaching the expected attainment in the Phonics Screener by the end of year 1.</p>	<p>Teachers and support staff delivering phonics interventions will be trained.</p> <p>English leader and SLT will regularly observe the QFT of phonics.</p> <p>Children will be grouped to ensure all phonological gaps are met and closed</p>	<p>Teachers and support staff have a good understanding of teaching phonics and will be given professional development.</p> <p>SLT will be monitoring the quality of the phonics provision and carefully track the children's progress.</p>	<p>KS1 Phase Leader SLT</p>	<p>Summer 2020</p>	<p>80% of boys will reach the expected attainment in the Phonics Screener</p>
<p>Cultural Awareness</p> <p>Promote cultural development and understanding through a rich range of experience, both in and beyond our schools</p>	<p>Curriculum overview to be reviewed to ensure equal opportunities is reflected in all subject areas.</p> <p>Ensure assemblies reflect core values and positive role models/examples of</p>	<p>Teachers will ensure their planning across the curriculum offers all equal opportunities.</p> <p>SLT will ensure assemblies are planned to reflect the school's values and are culturally diverse.</p>	<p>SLT</p>	<p>Autumn 2019 and ongoing</p>	<p>Greater understanding and ability to empathise develops a culture of respect in school and reduces any incidents linked to intolerance or racist comments</p>

	<p>historical figures from a range of cultures.</p> <p>PSHCE sessions support the development of skills of empathy and positive perception of others.</p> <p>Challenging negative statements of parents and children.</p>	<p>Assistant Head for Teaching and Learning will ensure the curriculum planning for PSHCE develops</p> <p>Behaviour logs will be monitored for negative statements.</p>			
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