



PEWITHALL PRIMARY SCHOOL

EQUALITY POLICY

Please note that this school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Introduction

Pewithall Primary School is committed to promoting quality and inclusion.

Accountability for this policy and its implementation lies with the governing body of Pewithall School.

This single policy supersedes the school's previously separate policies on ethnicity, disability and gender equality. The school's objectives are outlined in Appendix 1.

Our policy refers to all members of our school community and, in formulating objectives for each equality duty, considers the needs of young people in our community who may, so far, have found it difficult to join our school.

The purpose of the policy is:

- to state clearly how this school is fulfilling its statutory duties with regard to promoting ethnicity, disability and gender equality and with promoting community cohesion
- to set out how specific duties are addressed through objectives within the three year timescale
- to set out how the impact of these objectives are monitored, evaluated and reported on annually, pending the two yearly review of this policy in 2026.

Through the implementation of this policy we will ensure that every adult, child or young person will have access to the necessary support required to enable them to reach their highest potential and that the school's procedures for management of staffing, learning and behaviour are fair, effective and equitable.

To do this, the school's leadership will, in the cycle of monitoring and self-evaluation highlight possible and actual inequalities in standards,



provision and leadership and management, investigate why they take place and remove any unfairness and disadvantage.

The governors and staff at this school understand disability to be an experience rather than a condition. In other words, a person with an impairment may become disabled if reasonable adjustments are not provided in relation to the impairment. The proposed actions set out as objectives, and the terminology used, reflect this understanding.

The objectives drawn up should be specific, measurable and realistic with accountability and timescales made clear.

We will take action to ensure that, where possible, the adults and volunteers (including governors) working in our school reflects the diversity of the communities that the school serves.

The school also recognises:

- that some people may hold negative attitudes, stereotypes and myths about youth, ageing, younger and older people that can lead to people becoming socially and economically disadvantaged, excluded or marginalised
- that some members of our society may have stereotypes for both women and men and both can lose opportunities because of these stereotypes
- that people may face discrimination because of the attitudes of some parts of society towards the faith communities to which they belong
- the need to protect workers and learners from unlawful discrimination and harassment on the grounds of sexual orientation
- that all forms of bullying and discrimination are unacceptable and will not be tolerated
- that community cohesion is a process that should take place in all communities to ensure that different groups and individuals work and get on well together and promotes the capacity of new and existing members of the school community to adapt to each other

In promoting equality we are committed to:

- challenging stereotypes and prejudice within and beyond the school
- acquiring or managing resources to guarantee effective implementation of this policy
- making the whole school environment welcoming to all



- challenging, developing and providing opportunities for staff training
- providing opportunities for all adults and children to learn and to establish strong and positive relationships with their peers
- establish and maintain meaningful links between the school and its local and wider communities

Children, parents, staff, governors, parents and carers and other stakeholders from the school community have been consulted when drawing up this policy and will continue to be involved in its review and evaluation.

The school engaged the community as a whole by inviting comments from parents, Governors, staff and community members.

The single equality policy should be considered alongside our other school policies, but specifically referring to policies on worship, uniform, exclusion, admissions, educational visits, anti-bullying policy and the Disability Action Plan.

Protected characteristics

The Act covers the following protected characteristics:

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

Paragraph 1.15 of the DfE guidance linked above notes that age is only a protected characteristic in schools in relation to employment and the provision of goods and services. It doesn't apply to pupils, even if they're over 18. See pages 8 to 9.

This is also true for protection based on marriage and civil partnership, which applies to employment but not to pupils - see [section 84](#) of the Equality Act 2010.



Unlawful behaviour under the Act - real examples

Direct discrimination

This is what normally comes to mind when you think about discrimination: intentionally treating someone less favourably due to a protected characteristic. For example, [refusing to admit pupils with special educational needs](#) to protect a school's standing in league tables.

Indirect discrimination

This is where a policy or practice, though applied equally to all pupils, has a disproportionate impact on a group of pupils sharing a protected characteristic. For example, a court found that a school's uniform policy that banned long hair was [discriminatory against Rastafarian boys](#).

Harassment

The legal definition of harassment is:
Unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.

This could be as direct as bullying someone for the colour of their skin or as broad as doing or saying something that unintentionally offends someone on the basis of gender.

It's important to point out that under the legal definition, harassment only covers disability, race, sex or pregnancy and maternity, and **not** religion or belief, sexual orientation or gender reassignment. This doesn't mean schools are free to harass pupils with these characteristics, only that doing so will be considered direct discrimination.

Victimisation

Much like the rules for whistle-blowing, it's unlawful to retaliate against someone for taking action under the Act. The [Equality and Human Rights Commission \(EHRC\) defines 'protected acts'](#) as:

- Claiming or complaining of discrimination under the Act
- Giving evidence in someone else's claims under the Act



- Claiming someone has violated the Act
- Taking any other action under the Act

The EHRC gives the example of a teacher shouting at a pupil because he believes the pupil will support another pupil's sexual harassment claim. This would amount to victimisation of the pupil.

Discrimination arising from disability

You can't discriminate against someone because of something that arises from their disability. A well-publicised case involved a court finding that [a school had acted discriminatorily](#) when it excluded a pupil with aggressive behaviour, where that behaviour was the result of the pupil's autism.

The context of our school

Pewithall is a non-denominational Community Primary School with 210 pupils currently on roll.

We are a mixed gender school with pupils aged 4- 11. The pupils come from a varied catchment area with a mixed socio-economic population. Extreme deprivation is not a key issue however the pupils are coming from areas which have a measure of deprivation with only 8.6% in high social class housing and overcrowding. E.G. Grange, Halton Brook and Halton LEA.

The school is 1 form entry, 7 classes, and standard admission number of 30. Pupils are taught in single age classes.

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The identified vulnerable groups are as follows: Ethnic Groups, Medical Problems, LAC & PLAC, Free School Meals, Attendance , SEND Support, Monitoring social skills, emotional support and behavioural difficulties(34), Children in need pending CAF(0).

All pupils receive some pre-school education and on entry to reception the attainment of the majority of pupils is in line with national expectations with some pupils exceeding these. The foundation team complete an assessment of the pupils on entry.



Attendance is better than the national and LA average and there have had one exclusions. Since the last Ofsted we have been working with the EWO to reduce the number of holidays during term time i.e. 33% of absences.

Needs of the pupils vary however on entry, to reception, the majority of cohorts are at the national expectation.

The school is currently organised as seven classes - Reception – Year Six.

The aim of the school is to equip each of our pupils, to the best of our ability, with knowledge, skills and understanding, so that they may develop fully as individuals with Christian values and contribute to, participate in and enjoy the world in which they live.

The school has agreed the following values -

- Celebrate the individual
- Life-long learners
- Working together co-operatively and collaboratively
- Confidence and self esteem
- Creative thinkers and doers
- Reflective learners
- Aiming high
- Responsible members of a community
- Values and spirituality
- Mutual respect
- Real independence
- Taking pride in their work and the school

Reporting and reviewing this policy

In line with requirements we will produce an annual report on the progress of any plans and review and revise the single equality policy every three years.

The annual report will be reviewed by the SLT and an annual statement will be given to the full board of Governors.

Complaints



Complaints by staff will be dealt with under the Pewithall Behaviour in the Workplace Policy (also known as the Whistle Blowing Policy) for all school based staff.

Publication

This policy is available electronically on the school website, in hard copy on request at the school office.

Objective 1

Analyse recruitment data and trends related to race, disability, and gender pay gap by July and present findings to the staffing and pay sub-committee of the governing board.

Reason for choosing this objective:

1. Promoting Equality: By analysing recruitment data and trends, we can identify any disparities or biases in the hiring process based on race, disability, or gender. This allows the school to take proactive measures to promote equality and ensure that all individuals have equal opportunities for employment.
2. Ensuring Inclusivity: Analysing data related to race, disability, and gender pay gap helps the school identify any potential barriers or challenges that certain groups may face in the workplace. By addressing these issues, we can create a more inclusive and supportive environment for all staff members.
3. Legal Compliance: The U.K has laws and regulations in place to promote equal employment opportunities and prevent discrimination. Analysing recruitment data and trends allows the school to ensure compliance with these legal requirements and take necessary actions to rectify any disparities.
4. Improving Diversity: analysing data related to race, disability, and gender pay gap helps the school assess the level of diversity within its staff and identify areas for improvement. By understanding the current composition of the workforce, the school can develop strategies to attract and retain a more diverse staff, which can bring different perspectives and enrich the learning environment.
5. Accountability and Transparency: Presenting the findings to the staffing and pay sub-committee of the governing board demonstrates the school's commitment to accountability and



transparency in addressing equality issues. It allows for open discussion and collaboration among stakeholders to develop strategies and policies that promote fairness and equality in the workplace.

To achieve this objective, we plan to:

Work with HR to identify trends.

Progress made towards this objective:

Objective 2

Establish a reasonable adjustment agreement for all staff with disabilities by July 25 to better meet their needs and address any disadvantages they may face.

Reason for choosing this objective:

- 1. Inclusivity and Equal Opportunities:** By establishing a reasonable adjustment agreement, the primary school aims to create an inclusive and accessible work environment for staff with disabilities. This agreement ensures that all staff members have equal opportunities to perform their roles effectively, regardless of any disabilities they may have.
- 2. Addressing Disadvantages:** We recognise that staff members with disabilities may face certain disadvantages or barriers in their work environment. The reasonable adjustment agreement aims to identify and address these disadvantages by providing necessary accommodations, support, and resources to enable staff with disabilities to overcome any challenges they may face.
- 3. Support and Well-being:** The reasonable adjustment agreement demonstrates the primary school's commitment to supporting the well-being of staff with disabilities. It acknowledges the unique needs and challenges they may face and provides a framework for the school to provide appropriate support, accommodations, and resources to enhance their work experience and job satisfaction.
- 4. Positive Work Environment:** By establishing a reasonable adjustment agreement, the primary school fosters a positive and inclusive work environment where all staff members, regardless of their disabilities, feel valued, supported, and empowered. This can lead to increased morale, productivity, and overall job satisfaction among staff members.
- 5. Collaboration and Communication:** Establishing a reasonable adjustment agreement involves collaboration and communication among staff members, management, and relevant stakeholders. This



process encourages open dialogue, feedback, and the sharing of best practices, creating a culture of inclusivity, understanding, and continuous improvement within the school community.

To achieve this objective, we plan to:

To achieve the objective of establishing a reasonable adjustment agreement for all staff with disabilities in a primary school by July 25, the following steps can be taken:

1. Conduct a Needs Assessment: Begin by conducting a thorough needs assessment to identify the specific needs, challenges, and barriers faced by staff members with disabilities. This assessment can involve surveys, interviews, and discussions with the staff members themselves, as well as consultations with disability support organizations or experts.
2. Research Legal Requirements: Research and familiarise ourselves with the legal requirements and regulations regarding reasonable adjustments for staff members with disabilities in your country or region. This will ensure that the agreement aligns with the legal framework and provides the necessary protections and accommodations.
3. Establish a Working Group: Form a working group comprising representatives from different stakeholders, such as school management, human resources, staff members with disabilities, and any relevant support services. This group will collaborate on developing the reasonable adjustment agreement.
4. Define Reasonable Adjustments: Work with the working group to define and document the reasonable adjustments that will be implemented to meet the needs of staff members with disabilities. Consider a range of adjustments, including physical accommodations, flexible work arrangements, assistive technology, training and support, and any other necessary measures.
5. Consultation and Collaboration: Involve staff members with disabilities in the process by seeking their input and feedback on the proposed reasonable adjustments. Encourage open communication and collaboration to ensure that their voices are heard and their needs are properly addressed.
6. Draft the Agreement: Based on the needs assessment, legal requirements, and input from staff members with disabilities, draft the



reasonable adjustment agreement. Include clear and concise language that outlines the commitments, responsibilities, and processes involved in implementing and maintaining the adjustments.

7. Review and Approval: Share the draft agreement with relevant stakeholders, such as school management, human resources, and staff representatives, for review and approval. Incorporate any necessary revisions or feedback to finalize the agreement.

8. Communication and Training: Develop a communication plan to inform all staff members about the reasonable adjustment agreement. Provide training sessions or resources to ensure that staff members understand their rights and responsibilities under the agreement, as well as how to effectively implement and use the reasonable adjustments.

9. Implementation and Monitoring: Begin implementing the reasonable adjustments outlined in the agreement. Monitor their effectiveness and regularly evaluate the impact on staff members with disabilities. Make any necessary adjustments or improvements based on feedback and changing needs.

10. Review and Continuous Improvement: Regularly review and update the reasonable adjustment agreement to ensure its effectiveness and compliance with evolving legal requirements. Seek feedback from staff members with disabilities and relevant stakeholders to identify areas for improvement and make necessary adjustments.

Progress made towards this objective:

Objective:

Promote equality and inclusivity among primary school children in Runcorn, taking into consideration their diverse backgrounds.

Reason for choosing this objective:

To create a supportive and inclusive environment where all children feel valued and respected, regardless of their background.

To achieve this objective, we plan to:

1. Implement a curriculum that reflects the diversity of the student population, incorporating diverse cultural perspectives and experiences.
2. Provide training and resources for teachers to effectively address



- and challenge stereotypes and discrimination in the classroom.
3. Foster a school culture that celebrates and respects different backgrounds, promoting tolerance and understanding among students.
 4. Collaborate with parents and guardians to ensure that their cultural backgrounds and experiences are recognised and respected within the school community.
 5. Regularly assess and monitor progress towards achieving equality and inclusivity goals, and make necessary adjustments to policies and practices.

Progress made towards this objective:

Objective 4

Provide equal opportunities and non-discrimination training for all staff and governors involved in recruitment and selection before the next academic year begins. The evaluation data will show that 100% of attendees have a good understanding of the legal requirements. Reason for choosing this objective:

1. **Legal Compliance:** By providing training on equal opportunities and non-discrimination, Pewithall Primary School ensures that its staff and governors are aware of and understand the legal requirements related to recruitment and selection. This helps the school to comply with the law and avoid any potential legal issues or discrimination claims.
2. **Fair and Inclusive Recruitment:** The objective promotes fair and inclusive recruitment practices within the school. By ensuring that all staff and governors involved in recruitment and selection have a good understanding of equal opportunities, they are better equipped to create a level playing field for all candidates. This helps to prevent bias, discrimination, and unfair practices in the recruitment process, ensuring that all applicants have an equal chance to succeed.
3. **Creating a Positive School Culture:** Providing training on equal opportunities and non-discrimination sends a clear message that Pewithall Primary School values diversity, inclusivity, and fairness. It helps to foster a positive school culture where all individuals feel respected, valued, and included. This not only benefits the staff and governors but also creates a welcoming environment for students, parents, and the wider community.



4. Improved Decision-making: When staff and governors have a good understanding of the legal requirements and principles of equal opportunities, they are more likely to make informed and fair decisions during the recruitment and selection process. This leads to better decision-making and increases the likelihood of selecting the most suitable candidates based on their qualifications, skills, and experiences.

5. Evaluation and Continuous Improvement: Setting the objective to evaluate the understanding of legal requirements through data shows a commitment to monitoring and improving practices. By assessing the attendees' understanding of equal opportunities, Pewithall Primary School can identify any gaps or areas for improvement in the training program. This allows the school to make necessary adjustments and ensure that all staff and governors have a comprehensive understanding of the legal requirements.

Overall, setting the equality objective of providing equal opportunities and non-discrimination training for staff and governors involved in recruitment and selection demonstrates Pewithall Primary School's commitment to fairness, inclusivity, and legal compliance. It helps to create a positive school culture, improve decision-making, and continuously enhance practices to ensure equality for all.

To achieve this objective, we plan to:

Plan for Achieving the Objective of Providing Equal Opportunities and Non-Discrimination Training:

1. Assess Training Needs: Conduct a thorough assessment to identify the training needs of staff and governors involved in recruitment and selection. Determine the level of understanding of legal requirements and identify any knowledge gaps that need to be addressed through the training.

2. Develop Training Program: Based on the assessment, design a comprehensive training program that covers the legal requirements, principles of equal opportunities, and non-discrimination in recruitment and selection. Ensure that the program is structured, engaging, and tailored to the specific roles and responsibilities of staff and governors.

3. Engage Expert Trainers: Collaborate with experts or trainers who specialise in equal opportunities and non-discrimination to deliver the training sessions. These trainers should have a deep understanding of the legal framework and practical experience in promoting inclusive



recruitment practices.

4. Schedule Training Sessions: Plan and schedule training sessions well in advance, taking into consideration the availability of staff and governors. Offer multiple sessions to accommodate different schedules and ensure maximum attendance.

5. Provide Resources and Materials: Develop and provide relevant resources, materials, and handouts to supplement the training sessions. These resources should serve as references for participants to reinforce their understanding of legal requirements and best practices.

6. Monitor Attendance and Participation: Keep track of attendance and participation in the training sessions to ensure that all staff and governors involved in recruitment and selection have the opportunity to receive the necessary training. Send reminders and follow-ups to those who have not attended to encourage their participation.

7. Evaluate Understanding: Implement an evaluation mechanism to assess the understanding of legal requirements and equal opportunities principles among the training attendees. This can be done through quizzes, assessments, or interactive activities that measure their comprehension of the training content.

8. Analyse Evaluation Data: Analyse the evaluation data to determine the level of understanding among the training attendees. Calculate the percentage of participants who have a good understanding of the legal requirements and identify any areas of improvement or additional training needs.

9. Address Knowledge Gaps: Based on the evaluation data, identify any knowledge gaps or areas of improvement that need to be addressed. Develop targeted training modules or additional resources to address these gaps and enhance participants' understanding of legal requirements.

10. Continuous Improvement: Use the evaluation data and feedback from participants to continuously improve the training program. Make necessary adjustments to the content, delivery methods, or resources to ensure that all staff and governors reach a good understanding of the legal requirements.

11. Ongoing Training and Development: Recognize that providing



equal opportunities and non-discrimination training is an ongoing process. Develop a plan for regular training and updates to keep staff and governors informed about any changes in legislation or best practices.

12. Communication and Awareness: Communicate the importance of equal opportunities and non-discrimination to the entire school community. Raise awareness through staff meetings, newsletters, and other communication channels to foster a culture of inclusivity and fairness.

13. Monitor and Review: Continuously monitor and review the implementation of the training program to ensure its effectiveness and relevance. Seek feedback from participants and make adjustments as needed to ensure the objective of 100% understanding of legal requirements is achieved.

Progress made towards this objective:

Policy reviewed: May 2024
Policy minuted: June 2024
Date to be reviewed: June 2025

Signed:  Headteacher
Date:


Signed: Chair of Governors
Date: