

1. Introduction

At The Willows we are committed to ensuring equality of education and opportunity for pupils, staff and any others involved in the school community. We aim to develop a culture of inclusion and diversity in which people feel free and able to participate fully in school life.

We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. The governors and school staff, therefore, are committed to removing any barriers which would impede learning, development and participation and this Equality Scheme sets out how The Willows will overcome any such barriers.

2. Statutory Requirements: The Public Sector Equality Duty

The Public Sector Equality Duty came into force on 6 April 2011 and replaced the separate duties relating to race, disability and gender equality. In order to comply with the Public Sector Equality Duty, set out in section 149 of the Equality Act 2010, all public bodies are required when carrying out their day to day work to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

The Equality Act 2010 states that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low (EHRC, The Essential Guide to the Public Sector Equality Duty, 2011, p9).

Key Points

- The Equality Act 2010 provides a single, consolidated source of discrimination law.
- Schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation.
- There are some exceptions replicated in the act – e.g. content of curriculum, collective worship, admissions to single sex schools and schools of a religious character.

Protected Characteristics

The Public Sector Equality Duty covers the following eight protected characteristics:

- Age (for staff only)
- Disability

- Gender reassignment
- Pregnancy and maternity (for staff only)
- Race
- Religion or belief
- Sex
- Sexual orientation

Statutory Requirements: The Specific Duties

The specific duties require public bodies to:

- Publish information to show their compliance with the Equality Duty, at least annually;
- Set and publish equality objectives, at least every four years;
- Engage with people who have a legitimate interest including all staff, all parents and pupils, local groups, organisations and individuals as appropriate.

All information must be published in a way which makes it easy for people to access and understand.

Publishing Information

Public bodies must publish information to show that they consciously thought about the three aims of the Equality Duty as part of the process of decision-making.

The **Governing Body** has responsibility for making sure that the school complies with the Single Equality duties and this Equality Scheme will help us to achieve our aims and give us a framework for action.

3. Our School Vision and Values

This is our school:

- a place where every child is safe
- a place where every person is valued and respected
- a place where all efforts and achievements are celebrated
- a place where we encourage everyone to make healthy life choices
- a place where everyone is encouraged to make a positive contribution

School Values





Mission Statement

We inspire all children to blossom in a happy and supportive learning community

School Aims

- To help children acquire the skills, knowledge and understanding which will equip them for life and enable them to make a positive contribution to society as future citizens;
- To encourage tolerance, co-operation and participation within an agreed framework of rules;
- To promote an understanding of the world in which we live;
- To help children to develop an appreciation of the Arts.

Leadership and commitment at all levels of the organisation are central to the success of the scheme. In everything we do, we will consider how we can ensure that we do not consciously or unconsciously discriminate against or disadvantage individuals or groups, and we will seek opportunities to promote equality and diversity wherever we can. Equality must be modelled in everything we are doing as a funding council, policy maker and employer. The staff and governors, therefore, will:

- treat all people equally, no matter what their ethnic origin, nationality, sexuality, religion or belief, family status, disability, age or any other condition or requirement
- not tolerate discrimination, harassment or victimisation
- promote equality of opportunity
- promote positive attitudes to all aspects of social identity and diversity
- encourage participation by disabled people and people representing different aspects of social identity in public life
- improve the environment of the school to enable greater participation by disabled people
- make reasonable adjustments to ensure that the school environment is as accessible as possible
- take steps to take account of difference even where that involves treating some people more favourably than other
- ensure that our policies and practices are inclusive
- consult with all sections of the school community about current and future needs
- ensure that our recruitment and selection procedures are fair and equitable

The National Curriculum Inclusion Statement reminds us that all teachers are required to follow three inclusive principles:

- Setting suitable learning challenges, enabling all children to experience success and achieve as high a standard as possible through appropriate differentiation.
- Responding to pupils' diverse learning needs by:
 - creating effective learning environments;
 - securing their motivation and concentration;
 - providing equality of opportunity through teaching approaches;
 - using appropriate assessment approaches;
 - setting targets for learning.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Our curriculum, which emphasises key skills and themed learning, contributes to making inclusion easy and exciting: it enables us to set suitable learning challenges, respond to pupils' diverse learning needs, and overcome potential barriers to learning. The Willows also has a strong assessment system that enables us to recognise and celebrate the achievement of individuals and groups of pupils.

4. Responsibility for Equality

This Equality Scheme is managed by our Governing Body and School Leadership Team, with input from across the school community.

The Governing Body is responsible for:

- ensuring that the school records data and information at least annually
- making sure the school complies with the relevant equality legislation ; and
- making sure the school Equality Scheme and its procedures are followed.

The Governing Body, with the Headteacher, will:

- monitor the school's work in meeting the requirements of the Equality Act 2010
- monitor pupil exclusions and ensure that appropriate reporting is made to the LA
- monitor racist incidents and ensure that appropriate reporting is made to the LA
- monitor bullying incidents and ensure that these issues are being addressed

The Headteacher is responsible for:

- the day to day implementation of the scheme
- publishing data and information annually
- the regular reporting to governors and staff of progress made in implementing the scheme
- ensuring that all staff are aware of their responsibilities and that they receive appropriate training and support in fulfilling them



- taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability
- promoting a culture of zero tolerance to harassment and discrimination
- dealing with reports of hate-incidents

All members of staff are responsible for:

- ensuring that pupils from all groups are included in all activities and have full access to the curriculum
- promoting equality and diversity through their teaching and through relationships with pupils, staff, parents and the wider community
- avoiding discrimination against anyone for reasons of race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment
- knowing how to deal with incidents of concern, and how to identify and challenge bias and stereotyping
- knowing procedures for reporting incidents of racism, harassment or other forms of discrimination
- keeping up to date with current legislation and attending training and learning opportunities

Visitors and contractors are responsible for:

- complying with the school's Equality Scheme – non-compliance will be dealt with by the Headteacher.

Pupils, in relation to their age, are responsible for:

- learning about and understanding the school's Equality Scheme
- behaving in accordance with the Equality scheme
- understanding the importance of reporting bullying and racially motivated incidents
- supporting the scheme through the school council

5. Reviewing and revising the scheme

Progress towards agreed objectives will be published annually. The scheme will be reviewed within four years, and by September 2020 at the latest. Any such review will be informed by the information gathered and the impact assessments made. The widest possible level of consultation and involvement by pupils, staff and parents will be sought.

6. Complaints

Complaints concerning unfair treatment within the scope of this equality scheme may be raised under the school's Complaints Procedure or Staff Grievance Procedure.

ACTION TO IMPLEMENT THE EQUALITY SCHEME

In supporting the scheme we will:

Work to ensure equality of access and resources for learners by:

- ✓ Ensuring that access to learning opportunities is open to all who can benefit

- ✓ Identifying learners' individual learning styles and needs and giving them opportunities to try different ways of learning
- ✓ Ensuring content and language of lessons is clear and free from bias or stereotypical wording
- ✓ Ensuring access, where needed, to additional learning support after assessment of individual needs

And for staff by:

- ✓ Ensuring no employee or job applicant is treated less favourably because of conditions or requirements that cannot be justified
- ✓ Adhering to the recruitment and selection policies and procedures of the Council
- ✓ Supporting or training all staff appropriately to help them progress within or outside our school

Provide an environment that promotes equality and diversity and is free from unlawful discrimination, harassment or victimisation of any kind by:

- ✓ Making all staff, learners and other users of our facilities aware of behaviours which amount to discrimination, harassment or victimisation. This will be done through publicising the policy, training, PSHE lessons, etc
- ✓ Ensuring publicity and teaching materials present appropriate and positive messages about minority and other ethnic groups, disability and gender stereotyping
- ✓ Ensuring staff have access to information and materials to assist them in planning, putting into practice and monitoring their responsibilities under this policy
- ✓ Seeking advice from and working in appropriate partnership with organisations representing groups in the community
- ✓ Ensuring that all learners and staff know how to make comments, make compliments and raise complaints

Respect equally, support appropriately and reward fairly each learner and each employee by:

- ✓ Consulting, and welcoming feedback from learners, staff and other stakeholders
- ✓ Using fair and transparent criteria for assessment of work
- ✓ Establishing fair and transparent criteria for staff pay structures and access to training
- ✓ Revising any policy or practice that puts employees or prospective employees from a minority group at a disadvantage

Enable staff to put equality and diversity into practice by:

- ✓ Ensuring that staff are trained and kept up-to-date on equality and diversity issues

Develop systems to monitor and evaluate equality and diversity provision by:

- ✓ Setting targets against equality and diversity impact measures that are specific, measurable and achievable

- ✓ Monitoring data on ethnicity, gender, age, and disability in relation to learners and achievement
- ✓ Monitoring data on ethnicity, gender and disability in relation to applications for jobs, appointments and the staffing profile
- ✓ Identifying trends so that any imbalances can be addressed appropriately
- ✓ Monitoring the take-up of staff professional development and training opportunities
- ✓ Monitoring attendance at equality and diversity training
- ✓ Conducting annual self-assessment exercises to establish progress of the action plan

Action Plan

The action plan sets out the equality and diversity objectives for the school, which are identified through the school development planning process.

Our school development plan is informed by:

- the school's assessment and tracking systems, including audits of learning outcomes and achievements of specific pupil groups
- consultation with parents, staff and pupils
- the needs of any future pupils, where known
- assessment of the impact of current school policy, practice and organisation
- the training needs of staff
- the duty of the school to increase access to education for disabled pupils in the areas required by the Disability Discrimination Act, namely:
 - increasing the extent to which disabled pupils can participate in the school curriculum;
 - improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
 - improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.
 - improving the information which is available to all members of the school, and the wider community, about disability.

Action to Date

Our Equality Scheme will build on what we have done already to promote equality for disabled people.

For example we have:

- carried out adaptations to the school building to improve access for disabled pupils, staff and visitors
- developed staff awareness and skills in dealing with disability through training in, eg:
 - Special Needs
 - Attachment Disorder
 - Autism
 - Dyslexia
 - Leading on Inclusion
 - Behaviour management



- Raised Governors' and staffs' awareness of our responsibilities through INSET training on the DDA

APPENDIX A THE WILLOWS PRIMARY SCHOOL EQUALITY ACTION PLAN

Action	Outcomes/ Success Criteria	Lead Person	Timescale	Resources/Cost Implications
To maintain the high levels of respect and equality within the school	School to be discrimination free Zero Tolerance to discrimination All forms of discrimination challenged All Policies regularly reviewed	Whole school	On-going	Time allocation Staff meeting focus regularly
To continue to develop and maintain school website – more accessible for pupils, families and visitors – in line with Inclusion Policy and Dyslexia Friendly School	Website reflects diverse community – images reflect makeup of school community and change to reflect religious celebrations and festivals Is accessible to stakeholders	D Byrne (DHT) K Warren (HT) Staff	On-going	Cost of website development - £2000 Time Staff/pupil input
To make “Reasonable Adjustments” (as and where appropriate) in order to ensure that a disabled pupil or adult is not disadvantaged compared to another pupil or adult	See separate Accessibility Plan and Building Plan	K Warren (HT) Governing Body Leadership Team	On-going	School budget allocations Governing Body agenda item – termly (review and update/amend buildings plan)
To provide an auxiliary aid or service for a	Liaison with families and pupils with regard to the	K Warren (HT & SENCo)	On-going as appropriate	EHC funding Interviewing Processes

disabled pupil (as appropriate) and in line with Local Authority requirements and provision	level of need and required support Disabled pupil receives appropriate level and type of support			Time for Formal Assessment Procedures to be followed and addressed Educational Psychologist time
To raise the level of understanding and awareness of Mental Health issues amongst the staff and identify appropriate strategies/signpost support	Pupils, Staff and families with Mental Health issues are treated with respect and equality – zero tolerance to discrimination Staff training and awareness developing	K Warren (HT) Mental Health Lead Links with Local Authority and Health Service	Ongoing	Mental Health staff training/INSET time
Through our curriculum and extension activities, challenge stereotypes	Zero tolerance to sex stereotyping and gender discrimination Appropriate attitudes	K Warren (HT) Teaching staff	On-going	Educational resources

(i) Improvements in access to the curriculum

Action	Outcomes/ Success Criteria	Lead Person	Timescale	Resources/Cost Implications
Ensure all policies conform to legislation and include disability issues, equal opportunities, mention of disability, specific curricular events etc	Staff and governors confident that policies take account of disability/equality	K Warren (HT - Curriculum co-ordinator) Staff	Ongoing	

<p>Formalise curricular opportunities to ensure disability is portrayed in a positive way</p> <p>All teachers to identify key positive opportunities/events</p> <p>Investigate opportunities to involve outside agencies/ specialists, eg in Buzz weeks, class themes, assemblies, etc.</p>	<p>Gradual introduction of disability issues into all curriculum areas.</p>	<p>K Warren (HT - Curriculum co-ordinator) Staff</p>	<p>Ongoing</p>	
<p>Continue CPD for all staff on disability issues</p> <p>Staff audit to identify training needs</p> <p>Plan INSET on specific issues identified, eg autism, dyslexia, brain friendly learning etc</p> <p>Support/guidance, specialist advice sought as needed from outside agencies</p>	<p>Raised confidence in all staff</p> <p>Improved strategies for differentiation, pupil participation</p>		<p>Ongoing</p>	
<p>Ensure ICT appropriate for pupils with</p>	<p>Review completed Appropriate software</p>	<p>ICT Coordinator (DB) Teaching staff and</p>	<p>Ongoing</p>	<p>Pupils accessing ICT equipment/resources</p>

<p>disabilities.</p> <ul style="list-style-type: none"> ▪ Involve pupils in review of software. ▪ Prioritise new software to purchase. 	purchased	HLTAs		and/or alternative provision found.
<p>Create effective learning environments for all utilising feedback from pupil groups. Ensure all classrooms and resources are organised in accordance with pupil need. Re-circulate a “Reasonable Adjustments” Classroom Checklist to all staff.</p>	Effective environments created	K Warren (HT)	Ongoing	<p>Lesson and classroom observations.</p> <p>Departmental meeting minutes, notes. Completed checklists with feedback – and action as a result.</p>
<p>To audit buildings annually to identify physical barriers to access and develop a prioritised programme of works to make sure that those barriers are removed</p>	Physical barriers to access are removed	K Warren (HT) Buildings and Finance Committee – Governing Body Site Managers Health and Safety	Annually	<p>Audit Forms Programme of Work 3 Year Buildings Priority Plan</p>

(ii) Physical improvements to increase access to education and associated services

Action	Outcomes/ Success Criteria	Lead Person	Timescale	Resources/Cost Implications
<p>Put up welcome signs in reception area with symbols, languages, formats as needed by school population</p> <p>Ensure demarcation between walls/floors/doors in classrooms</p>	<p>Everyone can understand signage and find way around school. Instructions etc accessible for children with reading difficulties</p> <p>Improved view for visibility impaired</p>	<p>L Kelly (Office manager)</p> <p>K Warren (HT) S Dickinson (Caretaker)</p>	<p>September 2023</p> <p>Ongoing as painting work progresses</p>	
<p>Ensure classroom colour schemes are conducive to good behaviour and learning</p> <p>Rolling programme of repainting classrooms in appropriate colours</p>	<p>Colour schemes support teaching, learning and behaviour.</p> <p>Classes accessible for visually impaired pupils.</p>	<p>S Dickinson (Caretaker)</p>	<p>Ongoing</p>	
<p>Ensure that all disabled pupils can be safely evacuated</p> <p>Put in place Personal Emergency Evacuation Plans for all disabled children as necessary</p>	<p>All disabled children and staff working with them are safe and confident in event of fire.</p>	<p>K Warren (HT) L Jones (SENCO)</p>	<p>Ongoing</p>	

Ensure all staff are aware of their responsibilities				
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(iii) Improvements in the provision of information in a range of formats for disabled pupils

Action	Outcomes/ Success Criteria	Lead Person	Timescale	Resources/Cost Implications
Develop a voice for disabled pupils Meet with school council and SEN/disabled pupil group to encourage participation	Pupils ideas used to improve access to the physical environment, curriculum and information	K Warren(HT) D Byrne (DHT) L Jones (SENCO)	On-going	
To ensure that our School website is accessible		D Byrne (DHT)	On-going	Annual website costs
Identification of a range of communication strategies - written, audio, Braille, translation etc and IDP: SLCN strategies implemented across whole school	Appropriate materials available for pupils	K Warren (HT) L Jones (SENCO)	On-going	
Access to Alpha Smart and other ICT aids to support pupils with	Appropriate materials available for pupils	D Byrne (DHT) K Warren (HT) L Jones (SENCO)	On-going	



disabilities and learning difficulties as appropriate				
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