



# Watcombe Primary School

*Working in partnership with Watcombe Children's Centre & Nursery*

## Equalities Objectives 2017-2021

Watcombe Primary School publishes this document in accordance with The Public Sector Equality Duty 2011. The Equality Duty sets out three aims under the general duty for schools/academies and settings:

<b>1 Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.</b> By removing or minimising disadvantages suffered by people due to their protected characteristics.
<b>2 Advance equality of opportunity between people who share a protected characteristic and those who do not.</b> By taking steps to meet the needs of protected groups where these are different from the needs of other people.
<b>3 Foster good relations between people who share a protected characteristic and those who do not.</b> By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Watcombe Primary School has undertaken an internal review of our processes and practices in relation to the above duties (below).

In doing so we have been able to identify potential areas for improvement and have therefore set specific, measurable equality objectives. These objectives which are published below will be reviewed regularly and progress against the achievement of the objectives monitored over the next four-year period.

### **PSED AIM:**

Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.

### **ADVANCING EQUALITY:**

By removing or minimising disadvantages suffered by people due to their protected characteristics.

### **SCHOOL POLICIES:**

- [Acceptable behaviour policy of employees](#)
- [Allegations of Abuse Against Staff](#)
- [Anti bullying policy](#)
- [Appraising Teacher Performance](#)
- [Capability Policy](#)
- [Code of conduct](#)
- [Complaints Procedure](#)
- [Disciplinary Policy](#)
- [Equal Opportunities in Employment Policy](#)
- [Equality](#)



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- [Grievance Procedure](#)
- [Paternity, Maternity and Adoption Scheme](#)
- [Pay Policy](#)
- [Recruitment and selection](#)
- [Shared Parental Leave Policy](#)
- [Supporting Children With Medical Needs](#)
- [Teaching, Learning & Assessment Policy](#)
- [Whistleblowing Policy](#)

## **SCHOOL PROCEDURES:**

- Robust recruitment and selection processes ensure a person specification and job description is compiled for each vacancy. Shortlisting is carried out independently by a panel of at least two persons. Equal opportunity data disclosed by potential candidates at the application stage is only available to Human Resources and is not made available to the recruitment panel. Candidates for employment or promotion are assessed objectively against the requirements of the role using a competency framework.
- Safer recruitment training for employees and governors involved in the recruitment and selection of employees and volunteers and inclusion of equality information during the induction of new employees and volunteers. At least one panel member of every recruitment and selection panel is trained in safer recruitment.
- Salaries for new starters calculated using the school pay policy framework based on competencies, qualifications and experience. Pay progression along the pay scale is reviewed annually for all staff based on performance criteria as detailed in the appraisal policy
- Training, progression and development are made available to all employees. Opportunities to undertake additional responsibilities that merit (or may merit) additional remuneration are published within school and open to all employees.
- Fair and transparent processes and procedures in place to promote equality and identify breaches of Equality policy including a complaints procedure for external persons and an internal grievance policy.
- The school is aware that the local population is not representative of the wider population. Curriculum opportunities are created to 'break down barriers' and allow children to learn about and celebrate other cultures, religions and beliefs.
- All staff trained in PREVENT with a particular awareness of the far-right views held by some people in the local area.
- A racial, bullying and homophobic behaviour incidence log is kept and analysed each half term by a linked governor. Any incidences are logged and appropriate action is taken to tackle prejudice and bullying.



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## **NEXT STEPS:**

- Online equality and diversity training available to all staff.
- Safer recruitment training to be renewed every two years and whenever required to ensure there are at least three qualified people available to the school for recruitment and selection processes.
- Data relating to ethnic origin, gender, marital status, disability, sexual orientation, religion/beliefs and the age composition of the workforce to be reviewed annually in the school census.
- Appropriate action plans to be put into place to address any areas of concern following each annual census.
- Linked governors and SLT to review termly the demand for in-school and external support services to ensure the needs of each child/family in need are met.

## **PSED AIM:**

Advance equality of opportunity between people who share a protected characteristic and those who do not.

## **ADVANCING EQUALITY:**

By taking steps to meet the needs of protected groups where these are different from the needs of other people.

## **SCHOOL POLICIES:**

- [Accessibility Plan](#)
- Admissions policy
- Curriculum Policy
- [Career Break Scheme](#)
- [Equal Opportunities in Employment Policy](#)
- [Equality](#)
- [Fixed Term Worker](#)
- [Flexible Retirement](#)
- [Flexible Working](#)
- [Paternity, Maternity and Adoption Scheme](#)
- [Recruitment and selection](#)
- [Safe Touch and Positive Handling](#)
- [Safeguarding Policy](#)
- [Safeguarding Statement](#)
- [SEND Policy](#)
- [Shared Parental Leave Policy](#)
- [Supporting Pupils with Medical Needs Policy](#)



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## **SCHOOL PROCEDURES:**

- Support completing application forms. Paper and braille forms available from HR. Invitations to interview invite candidates to who have any special requirements to enable them to participate in an interview to let HR know so that this can be accommodated, wherever possible.
- School is a 'Disability Confident Employer' guaranteeing an interview to any disabled applicant who meets the essential criteria.
- Pre-commencement questionnaire allows for health conditions including those which may be a disability to be identified. Occupational health services support identification of reasonable adjustments to be put into place wherever practical to ensure support for employees.
- Sickness absence - where targets for improvement of attendance, consideration is given to an underlying disability or health condition and where applicable, targets adjusted accordingly. This is built into the managing attendance policy.
- Flexible working arrangements are promoted, including part-time working, annualised hours, term-time only and compressed hours allowing for employees with additional needs arising as a result of a protected characteristic.
- The school has a SENDCO, Autism Champion, Thrive practitioners, child counsellor, trained Lego therapist and a range of family and child support workers to ensure the school helps each child access their learning providing equality of provision.
- Linked governors are appointed to ensure adequate provision is made for children with SEND/additional needs/disabilities/English as an additional language to ensure the school premises/curriculum is as accessible as is reasonably possible for all children regardless of the level of their need. Rigorous and challenging targets are set for all children so that they can achieve the best possible outcomes.
- Attainment and progress of all children is monitored each half term for all children and children with SEND/additional needs/disabilities/English as an additional language to ensure gaps between those with protected characteristics/additional needs and those who do not is eliminated or minimised.
- The school pastoral team works closely with the school SENDCO, parents, children, LA and external agencies as required to identify the needs for each child to tailor a package of support that best meets their needs.

## **NEXT STEPS:**

- Review the current pastoral team structure to ensure best use is made of staff and skills to meet the needs of all children.
- Review training requirements to identify training and development needs to ensure staff are equipped to meet the needs of SEND/additional needs/disabilities/English as an additional language are met.
- Review internal processes and procedures at least annually to ensure they do not



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put anyone with a protected characteristic at a disadvantage.

- Review accessibility plan at least annually and whenever there is a material chance to the premises to ensure needs of all service users are met as far as is reasonably practicable.

## **PSED AIM:**

Foster good relations between people who share a protected characteristic and those who do not.

## **ADVANCING EQUALITY:**

By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

## **SCHOOL POLICIES:**

- [Acceptable behaviour policy of employees](#)
- [Allegations of Abuse Against Staff](#)
- [Anti bullying policy](#)
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## **SCHOOL PROCEDURES:**

- Recruitment materials promote the school as an equal opportunities employer. Recruitment campaigns include open days, local job centre and Devon Jobs (which promotes the vacancy nationally and internationally) to widen the pool of candidates, allow face-to-face interaction and encourage diversity of applicants.
- Students are encouraged to be ambitious for themselves and the school seeks to be ambitious on their behalf encouraging participation in activities and broadening horizons. The school operates a Growth mindset and children are encouraged to take risks, accept that mistakes happen as part of learning and persevere.
- The curriculum is developed to ensure a high level of accessibility for all learners and



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positive opportunities for individualisation of the curriculum for individuals and cohorts with specific needs are created.

- Early intervention support is targeted to children that are not at ARE to eliminate or minimise gaps between individual and groups of children so that all children can achieve their best.
- The school's Local offer is published on the school website and is available from the school office or LA.
- Fair and transparent processes and procedures in place to promote equality and identify breaches of Equality policy including a complaints procedure for external persons and an internal grievance policy.

## **NEXT STEPS:**

- Data relating to ethnic origin, gender, marital status, disability, sexual orientation, religion/beliefs and the age composition of the workforce to be reviewed annually in the school census to allow for targeted recruitment if necessary.
- Ensure information provided to children and their parents is in their preferred format (eg language, symbols, braille, verbal, sign language)
- Review the EHCP of children to ensure adequate provision is in place for each child to ensure they can access the premises, curriculum and their learning.

## **Equality objectives**

### **Area: EMPLOYEES**

#### **Overarching objective:**

To promote equality and diversity throughout Watcombe Primary School and embed a culture which ensures employees are treated fairly based on individual merit.

#### **How will this be achieved:**

- Develop confident and accountable leaders who will act with honesty and integrity and challenge any bias in the workplace.
- Create a diverse inclusive workforce that is representative of the wider population.
- Fair and transparent policies, processes and procedures.

#### **Actions and timescales:**



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- Workforce census each November.
- Appropriate action plans to be put in place following the workforce census (if required)
- PREVENT training for all staff annually (Autumn term).
- Review internal policies, processes and procedures (as part of governors' annual cycle) to ensure they do not put anyone with a protected characteristic at a disadvantage including the gathering of feedback through the annual staff survey (spring term).
- Online equality training to be made available to all staff.

## Area: CHILDREN

### Overarching objective:

To develop a curriculum which is fit for purpose that recognises and embraces the differences of the children within the school and the diversity of the wider population of this country and others worldwide.

### How will this be achieved:

- Needs of children and families recognised and used to underpin and inform decisions.
- Acknowledging that the society within which we live is enriched by ethnic diversity, culture, faith, age, disability and the life choices of its citizens.
- Internal and external expertise is used to provide a curriculum that has suitable breadth, depth and relevance.

### Actions and timescales:

- Consult with children, families and neighbouring communities to consider their diverse needs (ongoing)
- Ensure information is provided to children and families in their preferred format (ongoing)
- Work collaboratively with the LA, families, outside agencies and communities to share best practice, research, knowledge and ideas (ongoing)