

WDF Equality Policy Objectives:

Public Sector Equality Duty:

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

The West Dartmoor Federation are inclusive schools where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:

1. All learners, including children, staff and parents, are of equal value. Irrespective of ability, ethnicity, culture, national origin or national status, gender and gender identity, religious or non-religious affiliation or faith background.
2. We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity should be respected and celebrated by all those who learn, teach and visit here.
3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
4. We observe good equalities practice in staff recruitment, retention and development. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.

5. We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

Information on pupils by protected characteristics:

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

In order to ensure that all pupils are protected from discrimination, the school collects information on protected characteristics.

Information on other groups of pupils:

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)
- Disadvantaged group
- Pupils with English as an Additional Language (EAL)
- Young carers
- Looked after children
- Other vulnerable groups

Our objectives for 2018-2021 are:

Objective 1: To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.

Objective 2: To raise levels of attainment in core subjects for vulnerable learners.

Objective 3: To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives for 2018-2019:-

Equality objective 1:

We are aware that the schools can play a leading role in helping to improve the mental health and well-being of our pupils, staff, families and community at large. We are in a unique position to help young children understand what they are feeling, why, and how to deal with the effects. Therefore:

To increase the extent to which all pupils, including in particular those with protected characteristics as defined by the Equality Act, feel valued and confident, and in consequence more likely to achieve their potential.

Key strategies to address this: 'We Eat Elephants Project'

Examples of Actions	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
Through the Diocese train 2 members of staff	SR	Autumn 18	4 days supply cover	Raise awareness of the project – training notes
Trained staff meet with church staff to discuss community involvement in action plan	SR/S B	Spring 19	1 day cover	Ensure community linked plan. Meeting minutes
Trainers introduce project to staff and draw up action plan.	SR/S B	Spring 19	Staff meetings	School staff understand the project and the roll out. Staff meeting minutes.
Activities in school to improve health and well being	All	Summer 19	Curriculum time	Project notes, follow up notes and monitoring activities

Equality objective 2:

To increase the number of children achieving age related expectations in writing

Key strategies to address this:

Increase the number of pupils working at least at the expected standard for their age. Monitor the achievement of all pupils including those with Pupil Premium.
Plan and deliver interventions to address gaps in learning as identified through on-going assessment.
Raise the profile of writing across the schools.

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
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Refer to school development plan and subject plans for English

Equality objective 3:

To increase the extent to which all pupils, including in particular those with protected characteristics as defined by the Equality Act, feel valued and confident, and in consequence more likely to achieve their potential.

Action	Who ?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
Provide training for all staff and governors on equality and diversity	GH et al	On going	Training days Governing body meetings Staff meetings	All staff and governors aware of legislation and responsibilities of all stakeholders. Training notes and register Safeguarding folder LGB minutes
Use opportunities as they arise during INSET to provide training on equality and diversity				
Continued DSL training Safeguarding Conference Anti-bullying (HBT) etc	GH	Autumn 18 Summer 19	Supply cover as needed	Monitoring of bullying and incidents CPOMS Safeguarding file Safeguarding gov report
Identify opportunities in the curriculum to look at other cultures/countries – eg Rugby world cup 2019	staff	On going	Curriculum time	Planning Learning walks Pupil conferencing
Use collective worship as an opportunity to celebrate festivals of a range of cultures and countries.	SW clergy	On going	Collective worship	Monitoring CW feedback Ethos committee