

5.8 Equality Policy

Wigmore School is committed to equality of opportunity in the knowledge that schools have a powerful social influence but can sometimes reflect and aid discrimination and stereotyping either openly or subtly. This statement challenges all staff and Trustees with the responsibility for examining aspects of our own behaviour and practices and to ensure that where necessary changes are made to eliminate unfairness. This is also referenced in our Equality Statement, Anti-bullying Policy and Accessibility Plan.

A. PUPILS

- It is the stated aim of the school to provide equal opportunities for every pupil to realise their full potential in all areas.
- Wigmore School is committed to protection from discrimination, harassment and victimisation on the grounds of Protected Characteristics (see Equality Act 2010). These include: age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion and belief, sex and sexual orientation.
- Every pupil has the right to be educated to their fullest potential regardless of protected characteristics or social circumstances. It is the aim of the school to provide both a congenial and supportive learning environment with courses of study to meet the needs of all our pupils within a broad and balanced curriculum.

Policy Statement. The school will ensure that:

- each pupil receives their entitlement to a broad and balanced curriculum and other subjects while giving as broad an educational experience as possible.
- interventions and other support systems are available to allow every pupil the fullest access possible to the curriculum. Support from external agencies can be used to support a pupil's needs where a difficulty has been identified.
- pupils and staff work together in a non-threatening environment conducive to learning, to promote a climate where any form of abuse, harassment, bullying or other disadvantage, whether related to protected characteristics, social circumstances or not, is not tolerated and acted upon swiftly.
- teaching and learning styles will be such that our pupils' educational needs will be addressed.
- all resources and learning materials will be, as far as possible, unbiased in relation to protected characteristics.
- where issues relating to protected characteristics are raised as part of the curriculum they are done so with sensitivity and in consultation with stakeholders concerned.

Statement of intent

- In order to identify areas where gaps may be present the following areas are monitored during the school year:
 - Attendance in school
 - Rewards and sanctions issued
 - progress through KS3
 - numbers in particular teaching groups
 - number participating in extra-curricular activities
 - GCSE preferences for KS4
 - numbers of examination subject entries
 - number studying individual subjects

- destination of school leavers and type of courses taken
- NEET data (Not in Education, Employment or Training)
- To investigate strategies to redress any imbalance.
- To review how issues relating to protected characteristics can be discussed successfully within the school curriculum.
- To review on a regular basis the school Equality Policy and update proposals as required.
- To investigate resources available for the promotion of equal opportunities.

Guidelines

- The needs of the individual pupil are to be balanced against the needs of their fellow pupils.
- Pupils should develop an awareness of bias in text, television language etc.

B. PERSONNEL

Wigmore School seeks to secure genuine equality of opportunity in all aspects of its activities as an employer thus ensuring that no present or potential employee receives less favourable treatment than another.

Job Description

All posts require a clear, concisely-written and up-to-date job description reflecting the actual requirements of the post.

Candidate Selection

- Shortlisting; shortlisting decisions should not be made by one person alone and should be based on the information contained in the application form using the job description and person specification as the criteria. The criteria for initial selection must be consistently applied to all candidates.
- Tests; where aptitude, ability and any other tests are used to assist in the selection process for specific occupations they should be appropriately validated.
- Interviewing; interviews are usually seen to be an essential part of the selection process and need to be conducted skilfully. To ensure continuity, some of the persons involved in the shortlisting of candidates should, wherever possible, participate in the interview process, and appropriate training for this, if required, should be afforded as far as is practicable.
- In relation to persons with disabilities, special arrangements may need to be made for interview.
- Questions asked at interview should be justified in terms of making a decision on the candidate's suitability for the post. Questions about domestic circumstances should only be asked where these are relevant to the job and should be asked of all applicants regardless of sex and/or marital status. Applicants will not be asked about past or current pregnancy or future intentions related to pregnancy. Applicants will not be asked about matters concerning protected characteristics unless they are necessary for the role; these include age, race, religion or belief, sexual orientation, or gender reassignment
- Final selection decisions; decisions need to be based solely on the criteria as previously defined in the person specification and job description and on the needs of the job. A brief written record of the assessment should be prepared and retained with other papers relating to the shortlisted candidates applications for at least four months from the date of the offer of the appointment.

- We are required by law to ensure that all staff are entitled to work in the UK. Assumptions about immigration status will not be made based on appearance or apparent nationality. All prospective employees, regardless of nationality, will be expected to produce original documents (such as a passport) before employment starts, to satisfy current immigration legislation. The list of acceptable documents is available from the UK Border Agency.

Disability discrimination

If you are disabled or become disabled, we encourage you to tell us about your condition so that we can support you as appropriate.

If you experience difficulties at work because of your disability, you may wish to contact your line manager to discuss any reasonable adjustments that would help overcome or minimise the difficulty. Your line manager may wish to consult with you and occupational health about possible adjustments. We will consider the matter carefully and try to accommodate your needs within reason. If we consider a particular adjustment would not be reasonable we will explain our reasons and try to find an alternative solution where possible.

We will monitor the physical features of our premises to consider whether they place disabled workers, job applicants or service users at a substantial disadvantage compared to other staff. Where reasonable, we will take steps to improve access for disabled staff and service users.

Fixed-term employees and agency workers

We monitor our use of fixed-term employees and agency workers, and their conditions of service, to ensure that they are being offered appropriate access to benefits, training, promotion and permanent employment opportunities.

Training

A systematic approach should be adopted to identifying training needs of all personnel and providing ways of meeting those needs, including those of part time employees.

Promotion

The same principles should be applied when advertising and selecting for internal promotion as when selecting an external candidate.

Dismissals and redundancies

- It is unlawful to discriminate on grounds of protected characteristics (these include: age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion and belief, sex and sexual orientation) directly or indirectly in dismissals or redundancies. It is unlawful to dismiss or select for redundancy on the grounds of pregnancy.

Other areas

Care should be taken in other areas to ensure that discrimination does not take place in areas such as:

- appraisal
- accelerated increments/performance related pay
- eligibility for allowances /overtime/allocation of work
- disciplinary action

Career breaks for domestic reasons

Positive assistance should be given to an employee who has a career break for domestic, usually maternity, reasons and consideration should be given to requests for an employee returning from maternity leave to work on a job-share, part-time or flexible working pattern basis.

Sexual and racial harassment

It is the duty of the school to investigate any complaints of sexual or racial harassment promptly. It is acknowledged that an employee may wish to seek confidential guidance in the first instance from an appropriate level of management or some other person with whom they would feel able to discuss the problem. Every assistance will be given to provide such a facility.

Sexual and racial discrimination

It is the duty of the school to investigate any complaints of sexual and racial discrimination, whether it be direct or indirect discrimination, promptly. These processes are set out in the schools complaints and disciplinary policies

Person Responsible	Rob Patterson (Headteacher)
Last Updated	December 2025
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