

# SHEERHATCH PRIMARY SCHOOL

## Equality Plan

### 1. Introduction

The Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation to provide a single source of discrimination law.

At Sheerhatch Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers associated with the school, irrespective of race, gender, disability, faith or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and are able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all.

We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

### 2. Equality and the law

This policy is required to ensure that the school complies with equality legislation and in particular the Equality Act 2010. We recognise it is unlawful for the school to discriminate against a pupil or prospective pupil, member of staff or other persons associated with the school by treating them less favourably because of their sex, race, disability, religion or belief, gender reassignment, sexual orientation, pregnancy or maternity.

Under the Act we recognise the following protected characteristics

- Age
- Disability
- Ethnicity and Race
- Gender (sex)
- Gender identity and reassignment
- Marriage and Civil partnership
- Pregnancy, maternity and breastfeeding
- Religion and belief
- Sexual orientation

### 3. Aims

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

As part of our duty to **advance equality of opportunity**, we recognise the need to

- Remove or minimise disadvantage suffered by persons who share a relevant protected characteristic that are connected to that characteristic
- Take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it
- Encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low

Our duty to **foster good relations** requires us to **tackle prejudice and promote**

**understanding.** This is central to the school's purpose and has implications for the curriculum and all aspects of our work.

#### **4. Mainstreaming equality into policy and practice**

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

##### **Teaching and learning**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encourage discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

##### **Admissions and exclusions**

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions would always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Behaviour returns to the Local Authority are monitored in terms of gender, ethnicity, disability and socio-economic factors.

#### **5. Equal Opportunities for Staff**

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

##### **Employer duties**

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention
- Monitoring through Performance Management and Appraisal
- Continued professional development opportunities for all staff;
- Leadership support to ensure equality of opportunity for all.

## 6. Duties under Equalities Act 2010

1. To collect, analyse and publish information about our progress in achieving the three aims of equality legislation

*This will be reported annually in the Summer term to the governing body and published via the Governing Body minutes.*

2. To decide on certain specific and measurable objectives that they will pursue over the coming years to achieve the three aims, and publish these objectives and, when undertaking the first two sets of specific duties

*Equality targets will be set as part of the normal target setting process in the Autumn term by the Governing Body. They will be published via Governing Body minutes.*

3. To engage with people who have a legitimate interest – including all staff (both teaching and administrative), all parents, carers, pupils, local groups. Organisations and individuals as appropriate.

*This will be met through our normal process of consultation on all policies, initiatives and school improvement*

## 7. Roles and Responsibilities

The **Governing Body** will:

- Set equality targets
- Collect, analyse and publish information about their progress in achieving the three aims of equality legislation
- Consult with relevant parties regarding equalities issues
- Designate a lead governor for equality issues
- Use its power to nominate governors to ensure its composition reflects the community it serves
- Encourage parents and staff from all ethnic groups when recruiting to the Governing Body
- Apply the principles of best value without discrimination when purchasing goods and services

The Governing Body expects all members of the school community to be committed to this policy, and that visitors will comply with it. It accepts responsibility for ensuring that this policy is implemented in every aspect of school life. If there is a breach of the policy, the school will take appropriate action.

The **headteacher** will ensure that a school culture and ethos is established, maintained and developed which:

- celebrates diversity/equality and achievement
- promotes high expectations, positive attitudes towards disabled people and those of different ethnic groups/religions
- listens to and involves pupils, parents, carers and staff
- communicates behaviour expectations
- ensures that it welcomes applications for school places and jobs from all sections
- ensures that incidents are reported, analysed, addressed swiftly and effectively.

**The staff will:**

- ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- challenge any incidents of prejudice, and record any serious incidents, drawing them to the attention of the headteacher.

**8. Arrangements for monitoring and evaluation**

The Governing Body will monitor the pattern and frequency of equality related incidents. It will receive reports from the headteacher and staff that enable evaluation of the relevance of provision for dealing with equality related incidents – defined as any incident which is perceived by the victim or any other person to contravene this policy. Serious breaches constitute criminal offences.

**9. Review of progress and impact**

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.

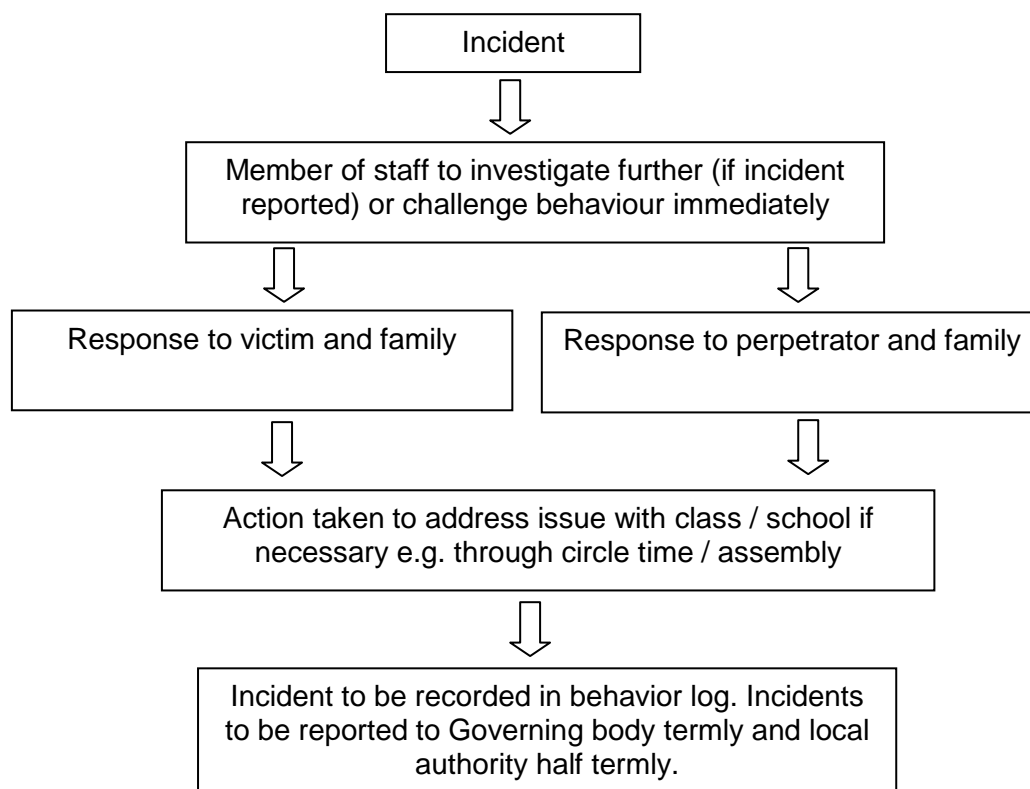
We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

**10. Publishing the plan**

In order to meet our statutory requirements to publish an Equality Plan we will:

- Publish our plan on the school website;
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available.

**Appendix A: Process for dealing with an incident**



- Appendix B: Action Plan

| <b>Equality Strand</b> | <b>Action</b>  | <b>How will the impact of the action be monitored?</b>                            | <b>Who is responsible for implementing ?</b> | <b>What are the timeframes ?</b>                          | <b>Early success indicators</b>  |
|------------------------|--|---|--|---|--|
| <b>All</b>             | <b>Publish and promote the Equality Plan through the school website, newsletter and staff meetings.</b>  | <b>Question about parent awareness of Equality Scheme in parent questionnaire</b> | <b>Headteacher</b>                           | <b>Parent questionnaires in Summer term (YR &amp; Y4)</b> | <b>Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays</b><br><br><b>Parents are aware of the Equality Plan</b> |
| <b>All</b>             | <b>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.</b>                                    | <b>Achievement data analysed by race, gender and disability</b>                   | <b>Headteacher / Governing body</b>          | <b>Annually in Sept</b>                                   | <b>Analysis of teacher assessments / annual data demonstrates no significant gaps or narrowing of gaps for equality groups</b>   |
| <b>All</b>             | <b>Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school and society's diversity in terms of race, gender and disability.</b> | <b>Audit of plans and resources. Discussion with pupils in focus groups</b>       | <b>Class teachers</b>                        | <b>ongoing</b>  | <b>Positive engagement with curriculum. Questions and discussions raise equality/diversity issues</b>  |

