



Equality Policy and Objectives

Status:	Statutory
Designated Committee:	Full Governing Body
Date Approved:	Spring 2020
Date of Next Review:	Spring 2022

Check list for school staff and governors

- ☒ Is information collected on race, disability and gender with regards to both pupils and staff e.g pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- ☒ Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- ☒ Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- ☒ Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- ☒ Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
- ☒ Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- ☒ Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- ☒ Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- ☒ Are procedures for the election of parent governors open to candidates and voters who are disabled?

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1. Vision statement

We will create a thriving learning community that is safe, happy, respectful and aspirational. Rooted in Christian values, we pride ourselves on serving our community, welcoming those from all faiths and those with none. We will develop and inspire our children and families through shared journeys of discovery, taught by highly inspirational staff.

We will love and value every child for their own unique talents, encouraging our entire learning community to "Let Your Light Shine" - Matthew 5:16. Through our vision, we will develop children to have the kindness, courage, wisdom and generosity of spirit to succeed in the next stage of their education and to thrive in society.

2. 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;
- Encouraging classroom and staffroom 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 will 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.

3. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at All Saints C of E Primary School.

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 based on 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 and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

4. Equality and the law

There are several statutory duties that must be met by every school in line with legislation from the Equality Act 2010.

The action plan at the end of this Equality Plan outlines the actions All Saints CE Primary School will take to meet the general duties detailed below.

4a. Race Equality

This section of the plan reflects the general and specific duties of schools as detailed in Equality Act 2010.

The General Duty requires us to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.
- Under our specific duty we will:

- Prepare an Equality Plan which includes our written policy for race equality;
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including the achievement levels of these pupils;
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

4b. Disability

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Strategy.

Definition of disability

The Equality Act 2010 defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The Act has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

Legal duties

The Equality Act 2010 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.
- Under our specific duty we will:
 - Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
 - Review and revise this Scheme every three years.

4c. Gender Equality

The Public Sector Equality Duty under the Equality Act 2010 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

- Under our specific duty we will:
- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- Review and revise this Scheme every three years.

4d. Sexual Orientation

The Equality Act 2010 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

4e. Community cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2011, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force in November 2011.

5. Consultation and involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from parent questionnaires and parents' evening.
- Input from staff surveys or through staff meetings / professional development;
- Feedback from the school council, SMSC lessons, whole school surveys on children's attitudes to self and school (PASS);
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- Feedback at Governing body meetings.

6. Roles and Responsibilities The role of governors

The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.

The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.

The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities and strive to make school communications as inclusive as possible for parents, carers and pupils.

The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.

The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

In order to meet its reporting responsibility, the governing body will report on the progress of the School Equality Plan (SEP) annually, as part of its Annual Report to parents.

Senior Leadership Team (SLT)

The SLT promotes equality and eliminates discrimination by:

- implementing the school's Equality Plan, supported by the governing body in doing so.
- ensuring that all staff are aware of their responsibilities under the Act and are fully informed of the school's SEP and quality objectives.
- ensuring that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- promoting the principle of equal opportunity when developing the curriculum and promoting respect for other people and equal opportunities to participate in all aspects of school life.
- treating all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, according to the Authority's and school's policies.

The role of all staff: teaching and non-teaching

The school regards equality for all as a responsibility for all. All members of staff contribute to ensuring that our school is a fair, just and cohesive community by:

- ensuring that all pupils are treated fairly, equally and with respect, and will maintain awareness of the SEP.
- striving to provide material that gives positive images based on the protected characteristics and challenges stereotypical images.
- challenging any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher and following the school policy on reporting of incidents.
- supporting the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

7. Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / headteacher where necessary. All incidents are reported to the headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:

'any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;

- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;

Discriminatory comments in the course of discussion;

- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting incidents

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also subsequently helps us to review our performance, so it needs to be detailed enough to enable us to measure how we are delivering on equality duties. The information also helps us to do accurate impact assessment and identify which of the school's aims have been achieved and which we need to better.

Engagement is based on the information gained about representation of different groups. We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. The reason that this progress is important is to understand the full range of needs of the school community.

Types of information gathered

The wide range of information gathered to support our planning and action to promote equality and eliminate discrimination includes the following:

- Identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics, if possible and appropriate. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet data protection requirements, in addition to our duty to secure accurate information relating to ethnicity and first language.
- pupil attainment and progress data relating to different groups.
- children and young people's views actively sought and incorporated in a way that values their contribution.
- sports and activities choices of all groups; uptake of enrichment activities by group; exclusions data analysed by group.
- records of bullying and harassment on the grounds of any equality issue; data on the recruitment, development and retention of employees.
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage.

Engagement

The school involves stakeholders including children and young people, staff, parents/carers, governors and other users of the school in relation to all equalities duties. We consider the preferred means of communication for those with whom we are consulting e.g. Translated materials or interpretation facilities for disabled people or those for whom English is an additional language or are newly arrived in this country. The views of stakeholders and other equalities related groups are genuinely considered when we set priorities.

8. Review of progress and impact

The Plan has been agreed by our Governing Body. We have a rolling program 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.

9. Publishing the plan

- In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, 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.

Objectives and Action Plans

Our chosen Equality Objectives are

1. Reduce gaps in attainment between protected groups as identified in local data.
2. Implement the school behaviour and bullying policy and reduce the number of bullying incidents in school.
3. Improve access to information and physical access to the school for pupils, parents and staff.
4. Raise awareness of equality and diversity issues among pupils, staff and governors.

We have action plans covering all relevant protected characteristics. These describe how we are acting to fulfil both the general and specific duties. Our action plans are incorporated into the School Improvement Plan which ensures that they are checked, monitored and evaluated systematically.

The action plans show:

- objectives and specific actions.
- expected impact and indicators of achievement (success criteria); clear timescales.
- who has lead responsibility;
- resource implications.
- specified dates for impact assessment and review.

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Success indicators
All	Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Question about parent awareness of Equality Scheme in questionnaires	HT		Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating classroom displays etc. Equality Plan on school website
All	Monitor and analyse pupil achievement by protective groups and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by protective groups	SLT/ Governing body	Annually based on ASP	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
All	Review the school's approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour and where necessary adapt its procedures on a regular basis.	Monitor reported incidents	Headteacher	Annually or as appropriate	Nil incidents of harassment and bullying
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflect diversity in terms of race, gender and disability.	Increase in pupils' participation, confidence and achievement levels	All teaching staff - lesson plans	Ongoing	Notable increase in participation and confidence of any targeted groups

All	Ensure that displays in classrooms and corridors promote diversity in terms of protected groups	Increase in pupil participation, confidence and positive identity – monitor through SMSC	SLT	Ongoing	More diversity reflected in school displays across all year groups
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option), end of topic events, fund raising, productions etc.	School council representation monitored by race, gender, disability	Member of staff leading on school council.	Ongoing	Membership of school council reflects school's pupil profile
All	Provide extended services, with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups;	Review provision / uptake of services to families	Headteacher / Member of staff leading on extended school provision	Ongoing	A range of families participate in activities / receive services facilitated by school
All	Staff, pupils, parents and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, school council meetings, parents evenings etc.	Track amendments and changes to plan based on recommendations	Headteacher	Ongoing	Plan reviewed and revised on a regular basis taking account of changes in legislation etc.
All	Where appropriate, provide extra and additional support for pupils who are under-achieving, in order to make progress in their learning and their personal well-being, e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment;	Lesson observations, analysis of pupil performance data	SENDCo	Ongoing	Additional support ensures pupils make at least satisfactory progress
All	Support pupils with disabilities and/or difficulties in the period of transition between the school and High School to ease the stress of moving and increase familiarity with new surroundings;	Pupil and parent/carers interviews / discussions with High School staff	SENDCo	Annually June / July	Pupil confident about transition
All	Where appropriate provide additional support for parents of under-achieving children (e.g. reporting progress; discussing needs);	Discussions with parents (IEP reviews, parents' evenings etc)	SENDCo	Ongoing Termly	Parents well informed about progress etc and how they may support learning

Race Equality Duty	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body on a termly basis.	The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Headteacher	Reporting: All FGB meetings	Teaching staff are aware of and respond to racist incidents Consistent nil reporting is challenged by the Governing Body
Gender Equality Duty	Encourage girls to take up sport outside the curriculum requirements through after-school activities	Increased participation of girls in sports clubs and out of school sport activities	Member of staff leading on PE	Ongoing	More girls take up after-school sports clubs
Disability Equality Duty	Promote vacancies (including governor) with information in accessible formats, specifically welcoming applications from disabled candidates.	Monitoring of applications by disability to see if material was effective	Chair	Ongoing	More applications from disabled candidates for vacancies.
Disability Equality Duty	Ensure children with disabilities can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and end of topic events;	Monitoring of participation rates in activities	SENDCO	Ongoing	No child is excluded from suitable / appropriate activities on basis of disability
Community cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	SMSC assessments	Member of staff leading on SMSC	Ongoing	Increased awareness of different communities shown in SMSC assessments
Community cohesion	Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities.	Monitor curriculum and extended activities to ensure access to groups etc. from different backgrounds	Member of staff leading on SMSC	Ongoing	School participates in programme of visits to and from other schools and communities