



## Stonebow Primary School

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| Policy name – Single Equality Plan                     |
| Date of policy – February 2019                         |
| If applicable:<br>Date approved by governors: May 2019 |
| Review Date – February 2022                            |

# Check list for school staff and governors

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- 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?
- How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
- 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?
- Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?
- 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?

# STONEBOW PRIMARY SCHOOL

## 1. Mission statement

At Stonebow Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion 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 able to participate fully in school life.

The achievement of pupils will be monitored by race, gender, Special Educational Need 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. At Stonebow Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

## 2. Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, Stonebow Primary 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, Special Educational need 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 classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include 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 Stonebow 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 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 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 a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2010).

Schools are required to publish information to demonstrate how they are complying with the Public Sector Equality Duty (PSED). The PSED was introduced by the Equality Act 2010 and applies to all schools, including maintained and independent schools (including academies), maintained nursery schools, and maintained and non-maintained special schools.

The PSED has three main elements:

- Eliminating discrimination and other conduct prohibited by the Equality Act
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
- Fostering good relations across all characteristics – between people who do share a protected characteristic and people who do not
- These are set out in paragraph 5.1 of guidance published by the Department for Education (DfE).

The action plan at the end of this Equality Plan outlines the actions Stonebow 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 The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality 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, in particular, 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 and Disabilities Policy.

##### **Definition of disability**

The Disability Discrimination Act 2005 (DDA) 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 DDA 2005 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 Disability Discrimination Act (DDA) 2005 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 Gender Equality Duty 2006 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 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. We will not discriminate against parents, staff or others on the grounds of sexual orientation.

#### **4e. Community cohesion**

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, 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 on 1 September 2007.

At Stonebow Primary School, we are lucky enough to have pupils, parents and governors from very diverse backgrounds. It is a core belief of the school that we will promote good community cohesion.

### **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, parents' evening and parent link group meetings;
- Input from staff through staff meetings and staff questionnaires;
- Feedback from pupils through pupils leadership teams, PSHE lessons, whole school surveys on children's attitudes to self and school;
- 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 also 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.

### **The role of the headteacher**

- It is the headteacher's role to implement the school's Equality Plan and they are supported by the governing body in doing so.
- It is the headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The headteacher ensures 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.
- The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

### **The role of all staff: teaching and non-teaching**

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

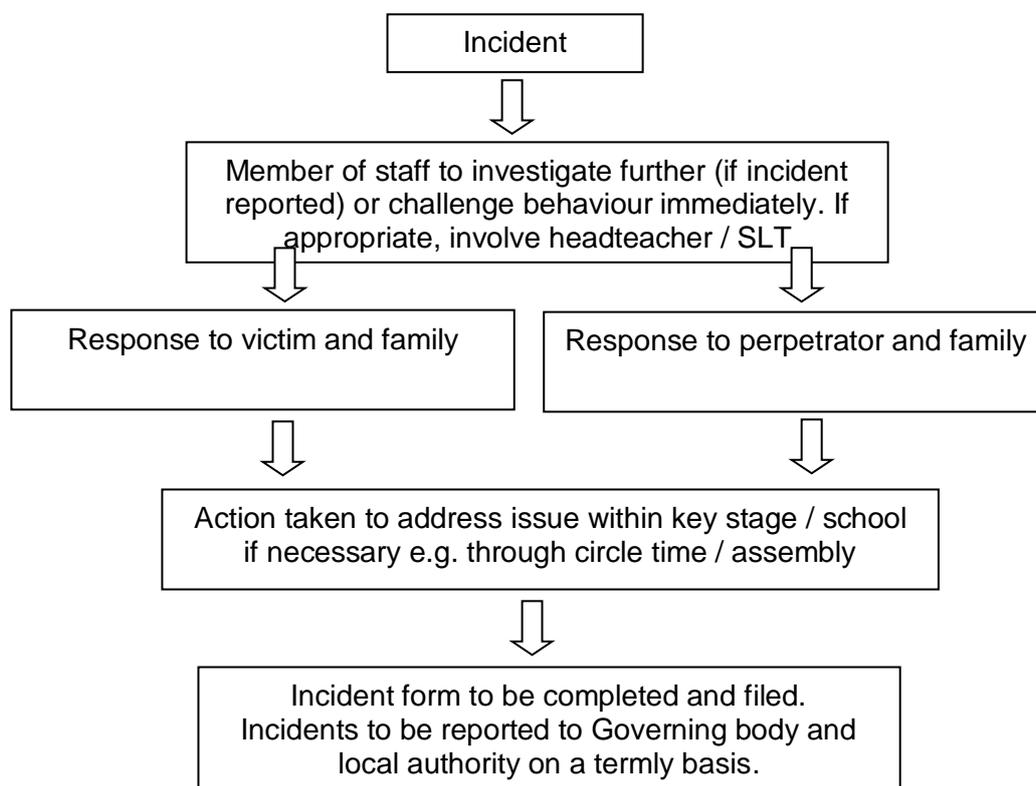
Types of discriminatory incidents that can occur are:

- 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

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.



### 8. 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.

## **9. Publishing the plan**

In order to meet the statutory requirements to publish a Single Equality Plan we will

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

**Signed:**

**Date:**

### Equality Plan Objectives Feb 2019 – Feb 2022

| Equality Strand | Action / Objective  | Monitoring/Evaluation   | Responsibility                  | Time frame                                     | Success indicators  |
|-----------------|---|---|---------------------------------|--|---|
| All             | Publish and promote the Equality Plan through the school website.   | Questions raised by staff, parents and governors                                | Headteacher                     | Update website link once approved by governors | Staff are familiar with the principles of the Equality Plan and use them in their own practice.<br><br>Parents are aware of the Equality Plan |
|                 | Ensure that teachers deliver Quality First Teaching in all lessons<br>Ensure the school's values and its curriculum promotes role models that pupils identify positively with and reflect the school's diversity with regard to gender, race and disability | Improved outcomes for all groups of pupils<br>Planning reflects needs of pupils | SLT                             | Ongoing  | Outcomes of Lesson Observations<br>Evidence in learning environment<br>Achievement and motivation of pupils                                   |
|                 | 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.  | Achievement data analysed by race, gender and disability                        | Extended SLT/<br>Governing body | Termly data review                             | Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups   |
|                 | Recognise and represent the talents of all pupils with Higher Learning Potential and ensure representation on the register fully reflects the school population in terms of race and gender.  | Higher Learning Potential record monitored by race, gender and disability       | HLP coordinator                 | Ongoing  | Analysis of the HLP pupil outcomes  |
|                 | Ensure all pupils are given the opportunity to make a positive contribution to the life of the school through the school's pupil leadership teams.  | Pupil Leadership Team representation monitored by race, gender, disability, SEN | Staff Leadership Team leaders   | Ongoing  | Diversity in pupil leadership team membership   |
|                 | Ensure displays around school promote diversity in terms of race, gender and ethnicity. Continue work as a Rights Respecting School.  | Positively identify and celebrate diversity within our school                   | SLT, Well Being Leadership Team | Ongoing  | Evidence in learning environment, assemblies  |

| Equality Strand          | Action / Objective  | Monitoring/Evaluation  | Responsibility               | Time frame                            | Success indicators   |
|--------------------------|---|--|------------------------------|---------------------------------------|--|
|                          | Promote Governor vacancies to encourage and maximise nominations from under represented groups  | Nominations  | Governing Body               | Ongoing                               | Governing Body reflects diversity of school population   |
| 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 approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response? | Headteacher / Governing Body | Termly reporting at Full Govs meeting | Teaching staff are aware of and respond to racist incidents. Consistent nil reporting is challenged by the Governing Body                                  |
| Disability Equality Duty | <p>To ensure the full integration of children with disabilities into school life</p> <p>Liaison with parents and other agencies / changes to school building as appropriate / support for access and for learning for both pupils appropriate to their need.</p> <p>Disabled children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies.</p> <p>Ensure the school environment is autism friendly eg visual timetables, work stations for individual pupils</p> <p>SENCO continues CPD for support staff to ensure knowledge and understanding of good practice</p> | <p>Are children are settled and doing well in school?</p> <p>Parent feedback is positive</p> <p>SENDCO reports to SLT</p> <p>Analysis of attendance at clubs etc</p>   | SENDCO                       | Ongoing                               | <p>Children are able to access all aspects of the curriculum and wider opportunities available in school.</p> <p>The building is wheelchair accessible</p> |

| Equality Strand      | Action / Objective   | Monitoring/Evaluation      | Responsibility  | Time frame          | Success indicators  |
|----------------------|--|----------------------------|-----------------|---------------------|---|
| Gender Equality Duty | Challenge gender stereotypes, through appropriate PSHE activities  | Participation at events    | SLT             | Spring/ Summer term | Children are respectful of each other, regardless of gender   |
| Gender Equality Duty | Measure gaps in attainment and progress between girls and boys   | Monitor using ASP and SIMS | SLT             | Ongoing             | Gaps in attainment reduced  |
| Community cohesion   | <p>Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.</p> <p>Maintain link with local Special Schools, access Outreach support when needed</p> <p>Share resources with local Primary School eg diagnostic tests.</p> <p>Continue collaborative projects with partnership schools.</p> | Pupil discussions          | Well Being team | Ongoing             | <p>Increased awareness of different communities shown in PSHE activities</p> <p>Photographic evidence</p> |