

HOLY TRINITY C OF E PRIMARY ACADEMY & NURSERY



Single Equality Plan

2016-2018



Date Approved: September 2016

Date to be Reviewed: September 2018

HOLY TRINITY C of E PRIMARY SCHOOL & NURSERY

Equality Plan

- 1. Mission statement**
- 2. Mainstreaming equality into policy and practice**
- 3. Equal Opportunities for Staff**
- 4. Equality and the law**
 - a. Race**
 - b. Disability**
 - c. Gender**
 - d. Age, Sexual Orientation, Religion and Belief**
 - e. Community cohesion**
- 5. Tackling discrimination**
- 6. Consultation**
- 7. Roles and Responsibilities**
- 8. Review of progress and impact**
- 9. Publishing the plan**
- 10. Action Plan**

1. Mission statement

At Holy Trinity C of E Primary Academy & Nursery 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 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 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 our 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, 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 our 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

EQUALITY ACT 2010

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act and helps tackle discrimination and inequality. The majority of the Act came into force on 1 October 2011.

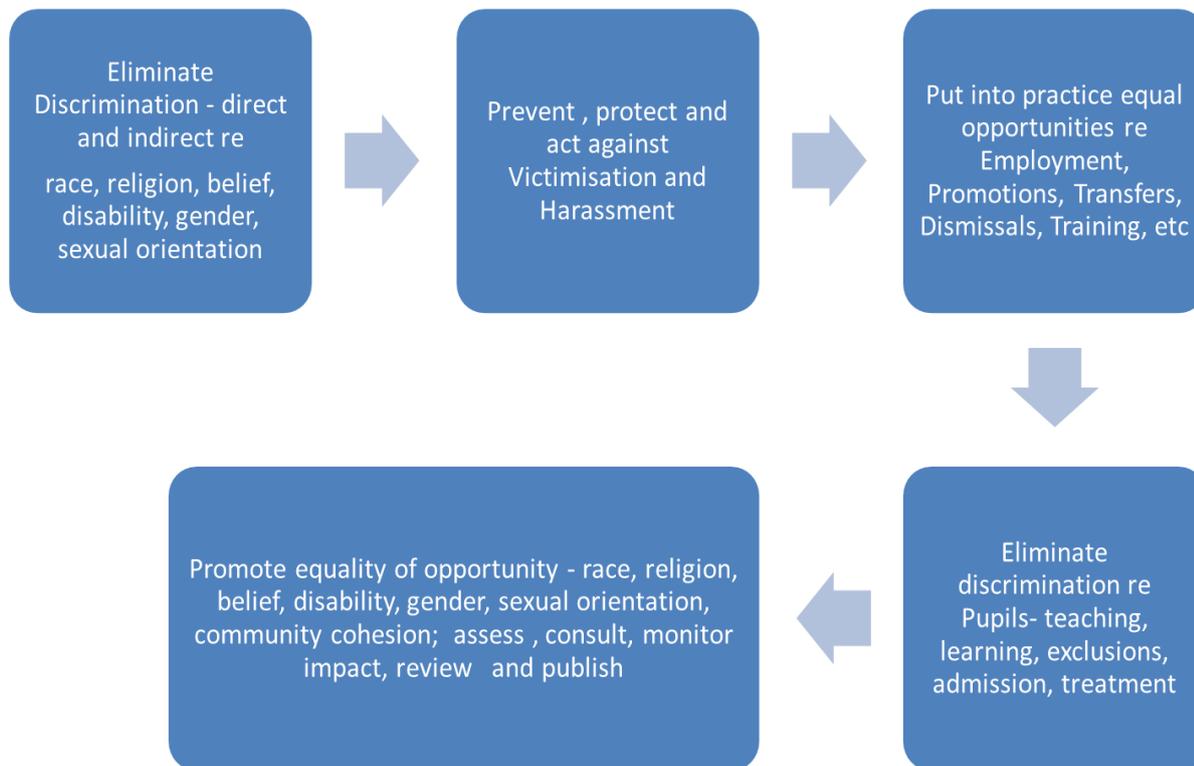
The Equality Duty is a duty on public bodies and ensures that they consider the needs of all individuals in their day to day work. It supports good decision making by encouraging public bodies to understand how different people will be affected by their activities so that policies and services are appropriate and accessible to all and meet different people's needs. By understanding the effect of their activities on different people, and how inclusive public services can support and open up people's opportunities, public bodies are better placed to deliver policies and services that are efficient and effective.

The Equality Duty has three aims:

- 1. To eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;**
- 2. To advance equality of opportunity between people who share a protected characteristic and people who do not share it;**
- 3. To foster good relations between people who share a protected characteristic and people who do not share it.**

The legislation places duties upon Schools in respect of **race equality, disability (physical or mental) and associated protection and accessibility and special educational needs, gender equality, religion, belief, sexual orientation protection and community cohesion**. The diagram on the next page illustrates this.

This Equality Plan accordingly brings all our School policies relating to Equality and Diversity issues together into one document and concentrates upon actions to maintain and reinforce the whole school commitment to the principles, practices and responsibilities of the legislation.



Meeting our Duties:

(a) Race Equality

The general duty to promote race equality means that we must have due regard to eliminate unlawful racial discrimination, promote equality of opportunity and promote good relations between people of different racial groups.

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’**.

Racist incidents are reported to Governors and the Local Authority each term. The records we keep detail the nature of the incident and the resolution that has been reached to the problem.

(b) Disability Equality

The general duty to promote disability equality is owed to all disabled people which means that we must have due regard to promote equality of opportunity between disabled people and other people, eliminate unlawful discrimination, eliminate disability related harassment, promote positive attitudes towards disabled people, encourage participation by disabled people in public life, take steps to take account of disabled

peoples' disabilities, even where that involves treating disabled people more favourably than other people.

In the 2010 Equality Act a person has a disability if:

- They have a physical (e.g. sensory impairment) or mental (e.g. learning difficulty) impairment**
- The impairment has a substantial and long term adverse effect on their ability to perform normal day to day activities**

Accessibility

There is specific disability legislation in relation to disabled children and accessibility which means we must plan strategically over time to increase access to the curriculum, make improvements to the physical environment of the school to increase access, make written information accessible to children in a range of different ways, we must ensure that disabled children do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

(c) Gender Equality

The general duty to promote gender equality means that we must have due regard to eliminate unlawful discrimination and harassment and promote equality of opportunity between men and women, girls and boys.

Transgender

Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. Holy Trinity C of E Primary School & Nursery will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

(d) Age, Sexual Orientation, Religion and Belief

We must ensure that we do not discriminate on these grounds

(e) Community Cohesion

We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non-religious and socioeconomic groups. We have incorporated our priorities into our Equality Plan to make it easier to monitor our progress and performance in meeting our objectives.

5. Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within Holy Trinity C of E Primary School & Nursery. All staff are expected to deal with any discriminatory incidents that may occur, identifying and challenging prejudice and stereotyping, and supporting the full range of diverse needs according to a child'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 the class teacher / team leader / Headteacher as necessary.

What is a discriminatory incident?

Harassment on the 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.

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;
- Bringing discriminatory material into school;

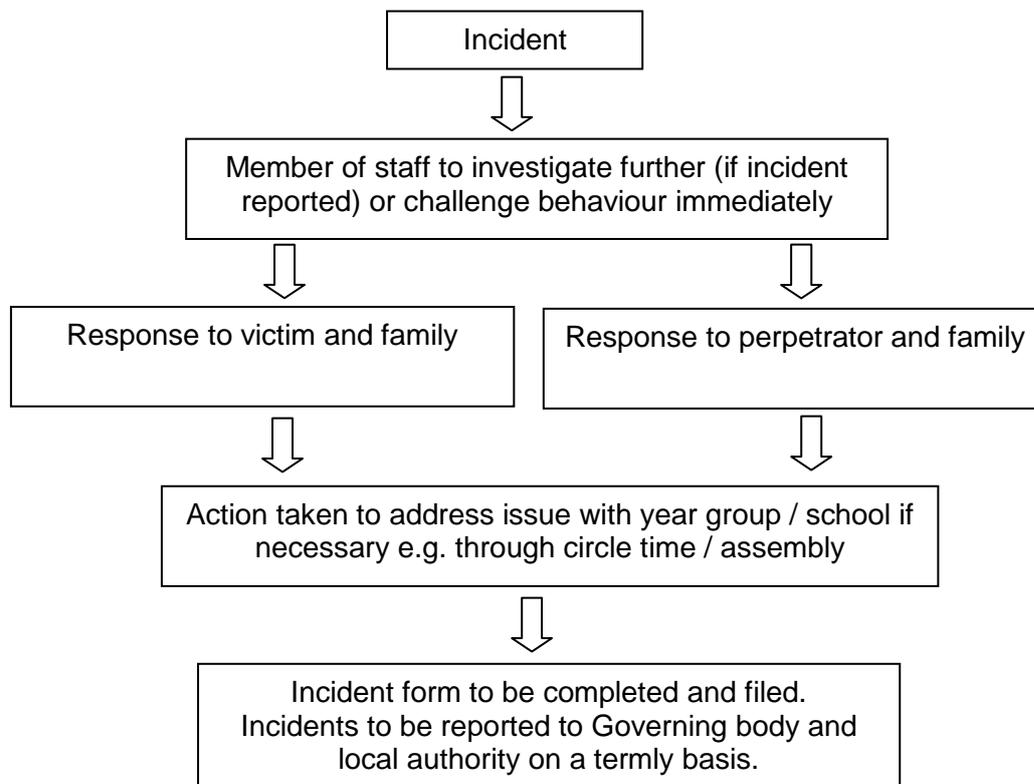
Verbal abuse and threats;

- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Ridicule of an individual for difference e.g. food, music, religion, dress;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and Reporting Discriminatory Incidents / Hate Crime

Children and staff are regularly reminded of how to report incidents and staff members understand that dealing with incidents effectively is vital to the well-being of the whole school.

Procedure for Responding to and Reporting Incidents of Hate Crime:



6. Consultation

A copy of this equality plan will be circulated and opinions will be sought from governors, staff, parents and pupils (via the School Council).

7. 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 (or senior leader responsible for Equalities)

- It is the headteacher's role to implement the school's Equality Plan and she is 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 appointment 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.

The role of children:

- All children are aware of the principles of Equality of Opportunity and Diversity through teaching, the curriculum and

discussions and are given the opportunity to contribute to the Equality Plan through debate via the School Council.

- All pupils are encouraged to celebrate diversity and to understand and promote equality of opportunity in all school activities so that it becomes second nature to them.
- All children are made aware of the impact of hate crime through PSHE and are encouraged to show tolerance and respect for differences and challenge hate crimes in all its forms.

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 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.

Signed:

Date:

10. ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	By whom?	When?	Outcomes
All	All staff and governors to be aware of the Equality Plan and understand their responsibilities within it. Parents/ Carers/ Pupils to have access to the policy	Through: -staff/ governors meetings -newsletter -website -school council	Headteacher / lead governor	Summer 2016	Staff implement the principles of the Equality Plan in all aspects of school life. Parents/ Carers/ Pupils are aware of the Equality Plan and its principles.
All	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.	By staff through data analysis and pupil progress meetings	Headteacher / Governing body	Termly	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
All	Ensure that the curriculum reflects the school's diversity in terms of race, gender and disability.	Pupil voice stating that displays help them with their learning. Parent/Pupil voice evidences appropriateness of curriculum.	Headteacher / Governing body	Termly	Notable increase in participation and confidence of targeted groups
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	By governors through the AT&L Committee	SLT	Monitored Termly	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), class assemblies, fund raising etc.	School council representation monitored by race, gender, disability	Deputy Head	2017-18	More diversity in school council membership
Hate Crime	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority 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	Headteacher / Governing body	Staff updated on responsibilities each term. Reports termly,	Teaching staff are aware of and respond to racist incidents Consistent nil reporting is challenged by the Governing Body

10. ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	By whom?	When?	Outcomes
		in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?			
Disability Equality Duty	Promote Governor vacancies with leaflets in accessible formats, by involving disabled young people / parents in design and specifically welcoming applications from disabled candidates.	Monitoring of applications by disability to see if material was effective	Lead Governor on Special Educational Needs & Disabilities	When vacancies arise	More applications from disabled candidates to be School Governors
Community cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	PSHE assessments	Member of staff leading on PSHE	Ongoing	Increased awareness of different communities shown in PSHE assessments
Disability/ Race Equality	Children and Parents for whom English is an additional language can access school information and the curriculum. Provide information in an accessible format: translate key documents. Provide group support to enable children to develop English language and literacy skills quickly. Signpost parents to a translator. Provide English classes for parents.	Survey parents Data tracking shows EAL pupil progress in literacy.	Headteacher Governors in AT&L Committee	Termly	Parents understand school information and the gap is narrowed for children in these equality groups as quickly as possible.

ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION

The school will ensure that:

- Pupil achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed;
- The whole school community are aware of the school's Equality Plan;
- There is an inclusive approach to ensuring 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); class assemblies; fund raising etc;
- All children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies;
- 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.

The school will 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;
- Additional support for parents of under-achieving children (e.g. reporting progress; discussing needs);
- Additional support for parents/ carers with English as an additional language and disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users, providing an interpreter for parents).

PROMOTING POSITIVE ATTITUDES AND MEETING NEEDS

The school will:

- Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display.
- 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;
- Provide 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;
- Helping children and young people to understand others and value diversity;

- Promoting shared values, awareness of human rights and how to apply and defend them with a Christian ethos;
- Developing skills of participation and responsible action – for example through the Prevent Agenda.

ELIMINATING DISCRIMINATION AND HARASSMENT

The school will:

- Support staff to challenge and address any bullying and harassment that is based on a person's race, gender or ethnicity;
- Keep a record and report how incidents are dealt with to the governing body and local authority on a termly basis;
- Review its approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour.

MONITORING IMPACT

- The school will collect and analyse evidence and data on children's achievement, attendance and participation by race, gender and disability, and use this to inform strategies to raise achievement;
- Governors' monitoring, action and impact will be evidenced in AT&L and L&M Committee minutes.