



# Holy Trinity C of E Primary School

'A Village School in a Town Setting'

## Public Sector Equality Duty (PSED) Scheme

Reviewed: July 2014  
Next Review: July 2015



## INTRODUCTION

The Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act, and provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas. This Equality Policy and Plan sets out the school's approach to promoting equality and diversity in-line with legislative requirements of the 2010 Equality Act.

## EQUALITY AND THE LAW

The Equality Act 2010 has replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It also provides some changes that schools need to be aware of.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

As far as schools are concerned, for the most part, the effect of the new law is the same as it has been in the past - meaning that schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation. Protection is now extended to pupils who are pregnant or undergoing gender reassignment.

The exceptions to the discrimination provisions for schools that existed under previous legislation - such as the content of the curriculum, collective worship and admissions to single-sex schools and schools of a religious character, are all replicated in the new act. However, there are some changes that will have an impact on schools as follows:

- It is now unlawful for employers to ask health-related questions of applicants before job offer, unless the questions are specifically related to an intrinsic function of the work. This means that schools should no longer, as a matter of course, require job applicants to complete a generic health questionnaire as part of the application procedure. Schools are advised to review their existing

practices to ensure they are complying with both the Health Standards Regulations and Section 60 of the Equality Act.

- It is now unlawful to discriminate against a transgender pupil.
- It is now unlawful to discriminate against a pupil who is pregnant or has recently had a baby.
- New Positive Action provisions will allow schools to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. Such measures will need to be a proportionate way of achieving the relevant aim - for example providing special catch-up classes.
- Extending the reasonable adjustment duty to require schools to provide auxiliary aids and services to disabled pupils. (Appendix ? Local Offer)

The action plan at the end of this Equality Scheme outlines the actions Holy Trinity C of E Primary School will take to meet the general duties detailed below.

## **OUR AIMS**

We are committed to:

- tackling education inequality;
- narrowing attainment gaps between groups;
- breaking down barriers.

Then, we need to build a fair society where social mobility is unlocked; where everyone, regardless of background, has the chance to succeed. We welcome the fact that the Equality Act gives us an opportunity to do this in a more streamlined and effective way.

This Scheme sets out some of the ways in which, as a school, we are going to tackle inequality and promote equality, to raise standards and narrow gaps. It includes an action plan outlining what we intend to do between now and summer 2015 to bring to life our equalities priorities, including information about how we are monitoring our progress against that action plan.

## **SCHOOL CONTEXT**

Holy Trinity CE Primary School is a popular, oversubscribed school with a planned admission of 30 into our Reception class. Most children live within the catchment area. A small proportion of pupils come from minority ethnic backgrounds, the percentage of pupils with English as an additional language is also low, only 5% of the children are eligible for Free School Meals and 8% are identified with learning difficulties. The pupil mobility is also very low.

At Holy Trinity CE 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 school recognises it has to make special efforts to ensure that all groups prosper including:

- boys and girls, men and women
- All minority ethnic groups including travellers, refugees and asylum seekers
- pupils or families with different religions or beliefs

- pupils and others with special educational needs
- pupils and others with a range of disabilities
- children looked after and their carers
- children or staff who are gay or lesbian
- pupils and staff who are pregnant or have just given birth
- pupils or staff undergoing gender reassignment

The achievement of pupils will be monitored by group 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. As a school we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The school has identified the following issues that may be barriers to effective learning and successful working at the school.

- Low self esteem, low expectations and peer group pressure
- Experience of bullying, harassment or social exclusion
- Low income leading to difficulty in participating in some aspects of school life and no adequate home study space
- Low parental support or different parental expectations
- Frequent moves and lack of stability in life leading to time out of school or low attendance
- Lack of help with emotional, mental and physical well-being, and poor behaviour including exclusions
- Language difficulties
- Special Educational Needs
- Lack of physical access to school facilities or services
- Inappropriate curriculum
- Recruitment, management and development of staff and governors

The school recognises that it has a legal obligation to meet the needs of people with disabilities even if it requires giving them more favourable treatment.

The school recognises that new Positive Action provisions in the Equalities Act 2010 allow us to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. If we decide to use these we will ensure that it is a proportionate response to achieve the relevant aim.

## Curriculum and Learning

Holy Trinity CE Primary School follows the 2014 National Curriculum. This provides us with an outline of core knowledge. As a school we have developed this into an exciting and stimulating Curriculum to promote the development of pupils' knowledge, understanding and skills. We have created a broad and balanced creative curriculum in order to enrich, enhance and excite learning for all our pupils.

At Holy Trinity, we aim -

- to provide a safe and stimulating learning environment for all pupils and teachers
- to enable pupils to achieve their full potential by learning in a variety of ways and through challenging learning experiences
- to use the National Curriculum to provide a broad, balanced and highly creative curriculum, that will motivate, engage and challenge pupils whilst also equipping them with the skills required on leaving school
- to cater for all needs and ensure that the ways in which issues and topics are taught do not discriminate against any pupil but only includes them
- to set very high expectations for all pupils in order to raise their aspirations.

(Ref: Curriculum and Teaching and Learning Policies).

When delivering our Curriculum, we take into account our duties under the equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.



## RACE EQUALITY SCHEME

The definition of race includes colour, nationality and ethnic or national origins.

The 2010 Act states that, 'Schools need to make sure that pupils of all races are not singled out for different and less favourable treatment from that given to other pupils. Schools should check that there are no practices which could result in unfair, less favourable treatment of such pupils. For example, it would be unlawful for a selective school to impose a higher standard for admission to applicants from an ethnic minority background, or for a school to impose stricter disciplinary penalties on African Caribbean boys than they do in similar circumstances to children from other backgrounds.'

Holy Trinity CE Primary School provides an education for all, acknowledging that the society within which we live is enriched by the ethnic diversity, culture and the faith of its citizens.

As a Church of England school, we welcome all members of our school community and aim to follow the teaching of Jesus who commanded Christians to love God and to love our neighbours as ourselves.

We hold a high view of the value and worth of each individual because we are all made in God's image.

Holy Trinity C of E Primary School strives to ensure that the culture and ethos of the school are such that, whatever the heritage and origins of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and celebrate diversity.

We recognise:

- The inclusive nature of the National Curriculum 2014 and the opportunities Citizenship presents for encouraging 'respect for diversity'
- The importance of encountering festivals to develop respect and understanding of diverse faiths.
- Those minority ethnic groups include Gypsy Travellers, Refugees and Asylum-seekers and less visible minority groups e.g. Irish.

- The important contribution immigrants and their descendants have made to Britain.
- The importance of *Global Citizenship*.
- The importance of strong home/school and wider community links.

#### Our Duties:

At Holy Trinity Primary school we will ensure to comply under the duties of the Equalities act 2010 by:

- ensuring that pupils of all races are not singled out for different and less favourable treatment from that given by other pupils.
- ensuring that there are no practices which could result in unfair, less favourable treatment of such pupils.

The action plan (appendix 1) outlines the actions Holy Trinity Primary school will take to meet these duties

#### **Religion or Belief**

The Equality Act defines, 'religion' as being any religion, and 'belief' as any religious or philosophical belief. A lack of religion or a lack of belief is also protected characteristics. These definitions are fairly broad and the concepts of religion and belief therefore must be construed in accordance with Article 9 of the European Convention on Human Rights and with existing case law. This means that to benefit from protection under the Act, a religion or belief must have a clear structure and belief system, and should have a certain level of cogency, seriousness and cohesion, and not be incompatible with human dignity.

Religion 'will include for example all the major faith groups and 'belief' will include non-religious worldviews such as humanism. Religion will also include denominations or sects within a religion, such as Catholicism or Protestantism within Christianity. It is not however intended to include political beliefs such as Communism or support for any particular political party.

Lack of religion or belief is also included in the definition of 'religion or belief'. This means it will be unlawful to discriminate against someone on the grounds that they do not adhere, or sufficiently adhere, to a particular religion or belief (even one shared by the discriminator), or indeed any religion or belief at all - such as, for example, an atheist.



Discrimination because of religion or belief means treating a person less favourably than another person is or would be treated, because of their religion or belief, or the religion or belief they are perceived to have, their lack of religion or belief, or the religion or belief, or lack of it, of someone else with whom they are associated.

The Equality Act makes it clear that, 'unlawful religious discrimination can include discrimination against another person of the same religion or belief as the discriminator. This is to ensure that any potential discrimination between, e.g. Orthodox and Reform Jews, or Shia and Sunni Muslims, would also be unlawful. So if a Muslim pupil is not chosen for a part in a school play because it is thought to be inappropriate for a girl of that faith, that will be discrimination even if the decision was taken by a Muslim teacher. Nor could a Muslim teacher choose one Muslim pupil over another for a part in the play because he thinks the chosen pupil is a more observant member of his faith and should be rewarded'.

The definition of discrimination on grounds of religion or belief does not address discrimination on any other ground (such as race, sex or sexual orientation). The Act does not allow a teacher to discriminate against a pupil because of his own personal religious views about homosexuality or the role of women for example.

At Holy Trinity Primary School we recognise the importance of Religion and faith and as a school our aim is to:

- developing knowledge, understanding and awareness of Christianity and other principal religions
- encourage respect for those holding different beliefs from their own
- promote spiritual, moral, social, cultural and intellectual development

Our school is driven by our Values of creativity, justice, trust, peace, forgiveness, courage, truth, compassion, hope, humility, friendship, thankfulness, perseverance, generosity, service, wisdom, respect and responsibility. Through these values our children understand the importance of treating everyone as an equal.

## DISABILITY SCHEME

The Equality Act 2010 states, 'The overriding principle of equality legislation is generally one of equal treatment - i.e. that you must treat a black person no less well than a white person, or a man as favourably as a woman. However, the provisions relating to disability discrimination are different in that you may, and often must, treat a disabled person more favourably than a person who is not disabled and may have to make changes to your practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what you offer to the same extent that a person without that disability can. So in a school setting the general principle is that you have to treat male and female, black and white, gay and straight pupils equally - but you may be required to treat disabled pupils differently. Discrimination is also defined rather differently in relation to disability

### Definition of Disability

The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

Our definition will also apply to children with special educational needs, which may include:

- learning difficulties,
- sensory impairments,
- long-term health issues,
- behavioural difficulties arising from physical or mental impairments or from mental illness,

It will also apply to staff, parents, carers, governors and other users of the school.

The duty to make reasonable adjustments applies only to disabled people. For our school the duties are to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Equalities Act
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons
- encourage participation by disabled persons in public life
- take steps to meet disabled people's needs, even if this requires more favourable treatment.

### Schools' Duties Around Accessibility For Disabled Pupils

The Equality Act states that, ' Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

Schools must implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum.
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- improving the availability of accessible information to disabled pupils.

### Appendix 2 - Accessibility Plan

As a school we have an Action plan (Appendix 1) in the light of emerging priorities for meeting the specific duty and ensuring that elements for meeting the general duty are addressed.

## GENDER SCHEME

The 2010 Act states that, 'Schools need to make sure that pupils of one sex are not singled out for different and less favourable treatment from that given to other pupils. They should check that there are no practices which could result in unfair, less favourable treatment of boys or girls. For example, it would be unlawful for a school to require girls to learn needlework while giving boys the choice between needlework and woodwork classes'.

Although the Equality Act forbids discrimination in access to benefits, facilities and services; the Act does contain an exception which permits single-sex sports. It applies to participation in any sport or game, or other activity of a competitive nature, where the physical strength, stamina or physique of the average woman (or girl) would put her at a disadvantage in competition with the average man (or boy). But while this exception might permit a mixed school to have a boys-only football team, the school would still have to allow girls equal opportunities to participate in comparable sporting activities. The judgment on whether girls would be at a physical disadvantage needs to take into account the particular group in question, so it is much less likely to justify segregated sports for younger children. Where separate teams exist, it would be unlawful discrimination for a school to treat one group less favourably - for example by providing the boys' hockey or cricket team with much better resources than the girls'.

### Sexual Orientation

The Equality Act places a requirement on schools, 'to make sure that all gay, lesbian or bi-sexual pupils, or the children of gay, lesbian or bi-sexual parents, are not singled out for different and less favourable treatment from that given to other pupils. They should check that there are no practices which could result in unfair, less favourable treatment of such pupils. For example, it would be unlawful for a school to refuse to let a gay pupil become a prefect because of his sexual orientation'.

In accordance with our school's values, we welcome the statutory Gender Equality Duty. In compliance with the General Duty, Holy Trinity School has due regard for the need to, and works to:

- eliminate unlawful sexual discrimination
- eliminate sexual harassment
- promote gender equality

By unlawful sexual discrimination we mean treating one person less favourably than another on grounds of sex or gender. We understand that this could be done directly but that it could also occur indirectly. Indirect discrimination means that a particular policy or practice may impact more negatively on one gender than on the other, or may favour one gender to the disadvantage of the other.

By sexual harassment we refer to behaviour or remarks based on a person's sex or gender, perceived to be unpleasant, threatening, offensive or demeaning to the dignity and self-esteem of the recipient or subject. We see such behaviour as also damaging to the perpetrator. (*Appendix 3 & 4 Behaviour & Anti-Bullying policy*)

We understand 'sex' to refer to the **biological** differences between males and females and 'gender' to refer to the wider **social** roles and responsibilities which structure our lives. By promoting gender equality our intention is to recognise and help overcome those lasting and embedded patterns of advantage and disadvantage which are based on socially ascribed gender stereotypes and assumptions.

We understand that in some circumstances it may be appropriate to treat girls and boys, and women and men differently, if that action is aimed at overcoming previous, current or possible future disadvantage.

We understand the three parts of the duty to be different, but that they should normally support each other. However, we are aware that achieving one may not lead to achieving all three.

In taking due regard we will exercise the principles of proportionality and relevance. By this we mean that the weight we give to gender equality will be proportionate to its relevance to a particular function. The greater the relevance of a function to gender equality, the greater regard we will pay to it.

### Our Duties

We welcome the responsibility to think and act more strategically about gender equality. To meet the specific duties stated in the Equalities Act 2010. We have prepared, published and implemented, and will maintain, an Equality Action Plan (Appendix 1) which contains our current objectives.

In order to ensure gender equality we will:

- collect and analyse school data and other gender equality relevant information, including data about our local area
- consult all staff, pupils, parents and relevant local communities
- review all our school policies and practices to assess the ways in which they might impact on gender equality
- ensure governors, staff, pupils, parents and others in our school are accountable and understand their responsibilities with regard to preventing discrimination and harassment and promoting gender equality
- assess and address the causes of any gender pay gap
- publish and implement the Action Plan with our proposed objectives and actions

## EQUALITY IN 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:

### School Culture and Ethos

Our Ethos Statement states that:

'Our school prides itself on being 'a village school in a town setting' and this pervades the ethos giving the school a strong community identity of openness and positive relationships. Parental comments refer to the strong and caring ethos. Visitors regularly comment positively on the atmosphere in school.'

Holy Trinity C of E Primary School serves its community by working in partnership to provide an education of the highest quality in the context of Christian belief and practice, and understanding of shared values. As a school we celebrate the diversity of the wider community and are committed to the principles of inclusion and equality of opportunity.

Specifically:

The school is committed to celebrating diversity and equality in many ways, in particular by:

- recognising the uniqueness of every individual, as reflected in the School Prospectus and on its website.
- ensuring good personal and community relations are actively promoted by fostering a positive atmosphere of mutual respect and trust among all members of our community.
- ensuring diversity is recognised as having a positive role to play within the school.
- collecting information on ethnicity, gender and disability through the admissions process.
- having whole school systems that emphasise praise, recognition and rewards to promote and celebrate positive behaviour, sustained effort and hard work, contributions to the school community, and achievements outside school by having a weekly 'Celebration Assembly'.
- promoting positive attitudes towards disabled people by having an open admissions policy and including all children in all activities.
- promoting positive attitudes towards people of different ethnic groups/religions etc
- involving pupils, parents and staff in the life and work of the school, for example through involvement in community events, through our PTFA and support in the classrooms for reading, trips and special days.
- promoting high expectations through celebrating achievement.
- modelling and communicating good behaviour, and having a clear and explicit Behaviour Policy which is shared with pupils, Governors and parents.
- ensuring that we welcome applications for school places and jobs from all sections by having a comprehensive, non-selective intake.
- providing more favourable treatment for disabled students in our break and lunchtime support arrangements, when necessary.

### 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:

- use contextual data to improve the ways in which we track pupil progress and identify under-performance, and 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 classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning.
- ensure that the curriculum is relevant to the needs and interests of all pupils
- include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.
- ensure that the school's Marking Policy promotes learning for all.
- promote and maintain high levels of attendance, for example through termly monitoring of data, recognising and awarding high attendance.

### Supporting Learners with Particular Needs

Recognising that some of the groups covered in this scheme are more likely to have particular needs, the school will:

- provide distance learning for any child out of school.
- prepare a Child Protection Plan (CPP) to focus on learning priorities for any child in care.
- write an Education Health Care Plan (EHCP) to support any child identified with particular learning needs.
- provide appropriate TA support and intervention groups for all children identified through Provision Mapping.
- arrange language support as required.
- support vulnerable pupils through appropriate TA support and regular monitoring.
- provide a resourced room for quiet reflection/prayer (The Library), with pastoral support on-hand from our Pastoral support TA.
- provide appropriate training to enable staff to meet particular learning needs, such as training from School Nurse, Behaviour Support Service.



- draw on the expertise of outside professional services to meet the individual needs of pupils.
- listen to Pupils, Staff, Parents and Others
  - To do this:
    - Children are encouraged to express their views during PSHE lessons and Circle Time, and through regular surveys including an Annual Pupil Questionnaire
    - The school hears the 'pupil voice' through the Children's' Council and Pupil Conferencing.
    - The school actively seeks staff views and listens to staff concerns, for example through Staff Meetings.
    - Newsletters and regular surveys including an Annual Parent Questionnaire and an 'open door' policy allowing Parents to speak to staff when necessary.
    - The school encourages, enables and hears the full range of views including those with disabilities by taking the advice of the Local Authority.

### Equalising Opportunities

Recognising that some of the groups covered in this policy could be economically disadvantaged, the school will:

- ensure school uniform is affordable by avoiding expensive clothing. Items of uniform are sold by the school at close to cost price.
- avoid putting parents under unnecessary financial pressure by offering subsidies for certain activities, for example the cost of school trips and visits.
- promote the take-up of extra-curricular opportunities by making no charge for clubs run by the school, and subsidising those pupils who cannot afford other chargeable activities.
- monitor attendance at clubs is d to ensure equality of opportunity.

### Admissions and Exclusions

We follow Gloucestershire County Council's admissions arrangements which 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.

## Ensuring Fair and Equal Treatment for Staff and Others

Recognising that the school needs to ensure that its policies and practice does not discriminate, directly or indirectly, against adults as well as pupils in school and that positive role models and a wider perspective will strengthen the school, we will:

- demonstrate our commitment to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing, recruitment and employment practices.
- ensure that all staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

## 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.
- Ensuring continued professional development opportunities for all staff.
- Ensuring the Leadership Team support equal opportunity for all.

## Fair and Equal Treatment for Pupils

Recognising that the school needs to ensure that its policies and practice does not discriminate, directly or indirectly, against pupils, the school will:

- accommodate the needs of different cultures, races and religions where reasonably possible (in relation to wearing of uniform for example).

- monitor the use of sanctions to ensure that staff do not impose stricter disciplinary penalties on one group than they do in similar circumstances to others.
- ensure where relevant that teaching or the expression of religious belief about same sex relationships is conveyed responsibly and sensitively.

### Informing and Involving Parents and Carers

Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, the school will:

- explain how it operates through its fortnightly newsletter, Prospectus, information evenings for parents, text messaging service and its website, which has a Google translate option.
- offer a range of ways of communicating between school and parents that meet parents' circumstances and needs through telephone contact or e-mail, through Home School Books, and parent evenings.
- actively encourage parents to attend consultation evenings by teachers making alternative arrangements if parent are unable to attend on the evenings allocated.
- organise designated parking space for disabled drivers when requested.
- ensure that parents understand how well their child is progressing through Parent evenings and end of year reports.
- explain how parents can help their child at home, for example Meetings to discuss how Maths is taught in each KS, Transitions from Reception and KS1, SATs week and the school's approach to the teaching of Sex & Relationships.
- explain how parents and others can help in school, for example by helping in classrooms, at Forest School sessions, on trips, hearing children read, joining the PTFA etc.
- encourage parents to join the PTA and the Governing Body by regular announcements in the school newsletter.
- join the children for Key Stage 'Celebration afternoons', where they are welcome to come into the classrooms and sit with their children to join in with their learning and look through their books.

### Encourage Participation of Under-represented Groups

Recognising that the school has an opportunity to model empowerment of all groups including disabled, ethnic, religious and, socially and emotionally disadvantaged groups, the school will:

- recruit governor's representative of the pupil population and/or community.
- support and encourage the widest participation in PTFA activities by running events that appeal to a cross section of the school community.
- support individuals and community groups to express their case on matters affecting themselves and their community through newsletters, invitations to speak in assemblies,

### Welcoming New Pupils and Helping Them to Settle Effectively

Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, and to move mid-year difficult, the school will:

- foster a happy start through induction days prior to the start of a new academic year (School start sessions)
- offer a staggered start to a new school year over the first weeks of term.
- challenge any inappropriate behaviours/attitudes.
- brief Teaching Assistant to monitor vulnerable pupils and communicate any concerns to class teachers.
- ensure effective school transfer and induction mid-year by the use of visits, sensitive communication between home and school.
- invite pupils, and their parents, who join the school mid-year to come in for a visit and a 'settling in' day.
- ensure that extra help is given to children who find a change of school challenging.
- ensure well-planned school adjustments are made to cater for a child with disabilities including the availability of additional classroom support.
- liaise with support services/schools of transfer in advance of transfer to inform any ongoing necessary modifications or alterations to provision.

### Making the School Accessible for All

The school will:

- meet the needs of pupils, staff and others with physical and or sensory disabilities by providing additional support, designated toilets, and adaptations made to the school buildings as appropriate.
- ensure that curricular and extra-curricular opportunities are available for pupils with disabilities by assessing access issues and putting risk assessments in place.
- identify further developments by keeping in regular touch with representatives of disability groups in order to update provision.

## CONSULTATION AND INVOLVEMENT

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

- Feedback from the annual parent and pupil questionnaires, feedback from other activities (visitors, staff, parents, pupils) and parents' evening
- Input from staff through staff meetings / INSET.
- Feedback from the Children's Council, PSHE lessons and Circle Times and Pupil Conferencing
- Issues raised in annual reviews or reviews of progress on EHCP, mentoring and support.
- Feedback from Governors, at Full Governors meetings.

## 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 will:

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

- welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- ensure that no child is discriminated against whilst in our school on account of their race, sex or disability.

### The Role of the Headteachers

It is the Headteacher's role to implement the school's Equality Scheme and they are supported by the Governing Body in doing so.

The Headteachers will:

- ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- ensure that all appointments panels give due regard to this Scheme, so that no-one is discriminated against when it comes to employment or training opportunities.
- promote the principle of equal opportunity when developing the curriculum, and promote respect for other people and equal opportunities to participate in all aspects of school life.
- treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

### The Role of 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 Scheme.

All Staff will:

- strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, using the school's procedure as stated later on in this document.
- support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

## TACKLING DISCRIMINATION

Bullying and harassment on account of race, gender, disability or sexual orientation are unacceptable and are not tolerated within the school environment. The school's abhorrence of such behaviours is communicated to pupils, parents and staff, for example; through the curriculum, the Prospectus and staff training. All parents of new pupils are encouraged to look at our website, where they can find a copy of the behaviour and anti-bullying policy.

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 or member of the SLT and racist incidents are reported to the Governing Body and Local Authority three times a year. All incidents are discussed with the Governor who leads on Safeguarding and Equalities. Incidents are monitored to ensure that they are dealt with effectively.

### What is a Discriminatory Incident?

Bullying and 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 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, for example 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, and ensure that incidents are reported and addressed swiftly and effectively.

The agreed procedure for responding and reporting is outlined on the flowchart attached (Appendix 3) and is also referenced to in our Behaviour and Bullying policy. A copy of the reporting sheet is attached to the Bullying policy (Appendix 5)

## REVIEW OF PROGRESS AND IMPACT

The Plan has been agreed by our Governing Body. We recognise that the strength of this Scheme depends upon ensuring that everyone is actively implementing it, and that gaps and the need for further development will arise from effective evaluation.

The school will collect and analyse evidence and data on children's achievement, attendance and participation by group, and use this to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

The school has a rolling programme for reviewing policies and their impact. In-line with legislative requirements, we will review progress against our Equality Plan annually and review the entire Scheme and accompanying Action Plan



annually. Completion and discussion of the Checklist for Staff and Governors (appendix 4) will inform the review, and pupils and parents will be consulted on how the policy is working and how it could be improved. All aspects of inclusion and equality will be reported via the school website and newsletters.

## PUBLISHING THE PLAN

In order to meet the statutory requirements to publish a Single Equality Scheme, we will:

Publish our Scheme 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.

This Scheme was recommended for adoption by the Governing Body on

Date:

Signed:

Chair of Governors

Future monitoring and Review: July 2015