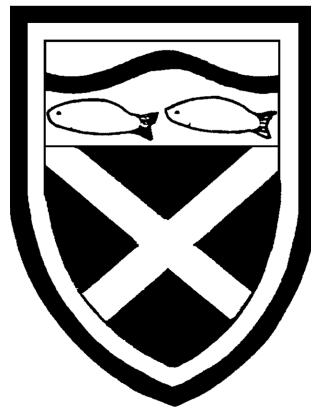


# St Andrew's C E Primary School



## Single Equality Plan

Reviewed: Summer 2022  
Next review: Summer 2023

## **Foreword**

This Single Equality Scheme brings together the school's approach for promoting equality in our policies and procedures and, most importantly in our day to day practices and interactions with the whole school community.

Our scheme includes our whole school – pupils, staff, governors, parents and carers and all those within our extended school community, such as neighbouring schools and learning organisations.

We acknowledge that it is very important for us all to work together in achieving our aim of being fully inclusive and accessible and ultimately in providing quality learning experience for our children and young people.

# St Andrew's CE Primary School

*Every Child A Champion in Their Own Right. Matthew 5.16 - "Let Your Light Shine."*

## 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. *Sexual orientation*
    - e. *Community cohesion*
  5. *Consultation*
  6. *Roles and Responsibilities*
  7. *Tackling discrimination*
  8. *Review of progress and impact*
  9. *Publishing the plan*
  10. *Action Plan*
- St Andrew's CE Primary School – Raising Achievement Success Criteria  
2020/2021*

### *Appendix A - ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION*

#### **1. Mission statement**

##### **At St Andrew's we aim to:**

Show concern and care, through a strong sense of Christian Values, for all members of the School Community;

Establish a centre of excellence in which all individuals are enabled to experience success at varying levels and so are encouraged to develop to their maximum potential;

Ensure support and communication channels are clear and links between home and school are positive and genuine;

Be a school in which a sense of belonging, involvement and real partnership is felt by all.

At St Andrew's 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 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 St Andrew's we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

**The priorities for the Single Equality Scheme are set in light of:**

- Views expressed by stakeholders that have been involved in the development of the scheme;
- Consultation representation through the working party

**Our Priorities are:**

**Children and young people**

- Narrowing the attainment gap between groups of children and young people in the school e.g. Children with special educational needs, looked after children, young carers, children eligible for free school meals.
- Challenging race and gender stereotypes in subject choices;

**Our Community**

- Improving the involvement of children and young people, parents and carers from minority ethnic backgrounds
- Supporting families with parents serving in the armed forces.
- Improving access to information eg deaf or blind parents.

**Our School Community**

- Improving the involvement of disabled children and young people, staff and parents and carers;
- Tackling bullying based on race, religion, gender, disability, sexuality or poverty;
- Promoting positive attitudes towards diversity;

**We will assess our current school practices and implement all necessary resulting actions in relation to:**

- Ethnicity
- Religion and belief
- Socio-economic background
- Gender and gender identity
- Disability
- Sexual orientation, and
- Age

**We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to:**

- Ethnicity
- Religion and belief, and
- Socio-economic background.

## 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.

We recognise our duty and responsibility to establish equality for all students, staff, other members of the school community and service users regardless of their ethnicity, gender, disability, sexual orientation, age or beliefs as defined within existing equalities legislation.

The purpose of our **Single Equality Scheme (SES)** is to fulfil the duties to promote equality for members of all these 'equality strand' groups, and embed fairness and equality at the heart of our school community and in all aspects of our **policies, procedures and practices**. We recognise within this Scheme the inequality linked to poverty and socio-economic factors and gender related progress.

Our SES draws together the **general duties** under existing equalities legislation and, applying the principle of '**levelling up**,' enables us to achieve the following for all groups:

- promote equality of opportunity through vision, strategy and practice;
- eliminate all forms of unlawful discrimination;
- eliminate harassment and bullying (schools must keep accurate records of bullying and harassment related to equalities and report as required to the Local Authority);

In addition, our SES ensures that we meet the **specific duties** in place to address specific inequalities in society:

- promote positive attitudes towards disabled people;
- increase participation in public life for disabled people;
- involve disabled people in the development and review of our scheme
- take positive action to meet needs, even if this requires more favourable treatment of disabled people;
- promote good relations between people of different race;
- undertake equality impact assessments of all our policies (as a minimum considering race, gender and disability);
- provide effective and accessible consultation and engagement mechanisms
- ensure equality of opportunity for disadvantaged groups, e.g. LAC
- take action based on our personnel provider's current advice about specific duties applying to us as a school.

### Levelling Up

The principle of 'levelling up' refers to applying the general duties across all equality strands and for all vulnerable groups. We do this in order to aim for a level of equality for all groups while taking into account the need to apply the test of what is **relevant and proportionate**.

### 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 St Andrew's CE 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.

#### **3.1 Governing Body**

The governing body has a duty to promote equality of opportunity and eliminate discrimination. Functionally, the governing body discharges this responsibility through the Senior Leadership Team (SLT).

#### **3.2 Senior Leadership Team (SLT)**

The Senior Leadership Team (SLT) promotes equality and eliminates discrimination by:

- raising awareness of all the duties within the whole school community;
- referring to relevant and up-to-date documentation from the Equality and Human Rights Commission (EHRC);

- ensuring understanding of the broad definition of disability within the DDA;
- sensitively encouraging declaration of equality strand identity by children and young people, parents/carers, staff and other users of the school;
- ensuring that action plans are undertaken for all equality strands and that they meet the specific requirements in relation to ethnicity, gender and disability while 'levelling-up' expectations in the other strands;
- setting up the working party, with membership to include:
  - SLT member
  - Governor
  - Parent/carer
  - Staff representative
  - SENCO
- ensuring that the principles of relevance, proportionality and reasonable action are applied appropriately;
- providing appropriate training for staff, Governors and other members of the school community;
- Monitor the outcomes and impact of policies, procedures and practice on all groups, and respond with appropriate actions;
- In the event of expectations not being met, ensuring action is taken in accordance with the status of those involved.

#### **4. Equality and the law**

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination.
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives.
- Race Relations (Amendment) Act (2000)
- Disability Equality Duty (2005)

This document is also based on Department for Education (DfE) guidance:

- The Equality Act 2010 and schools.

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

#### **4a. Race Equality**

This section of the plan reflects the general and specific duties of schools as detailed in 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 Policy and Accessibility Strategy.

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

The Disability Discrimination Act (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. For schools this means admissions, benefits and services for pupils and treatment of pupils.

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

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 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.

### **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 the annual parent questionnaire, parents' evening, parent-school forum meetings or governors' parent-consultation meeting;
- Input from staff surveys or through staff meetings / INSET;
- Feedback from the school council (POPS MOPS), PSHE lessons, whole school surveys on children's attitudes to self and school (PASS);
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- Feedback at Governing body meetings.

### **6. Roles and Responsibilities**

#### **The role of governors**

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and 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 s/he 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 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:

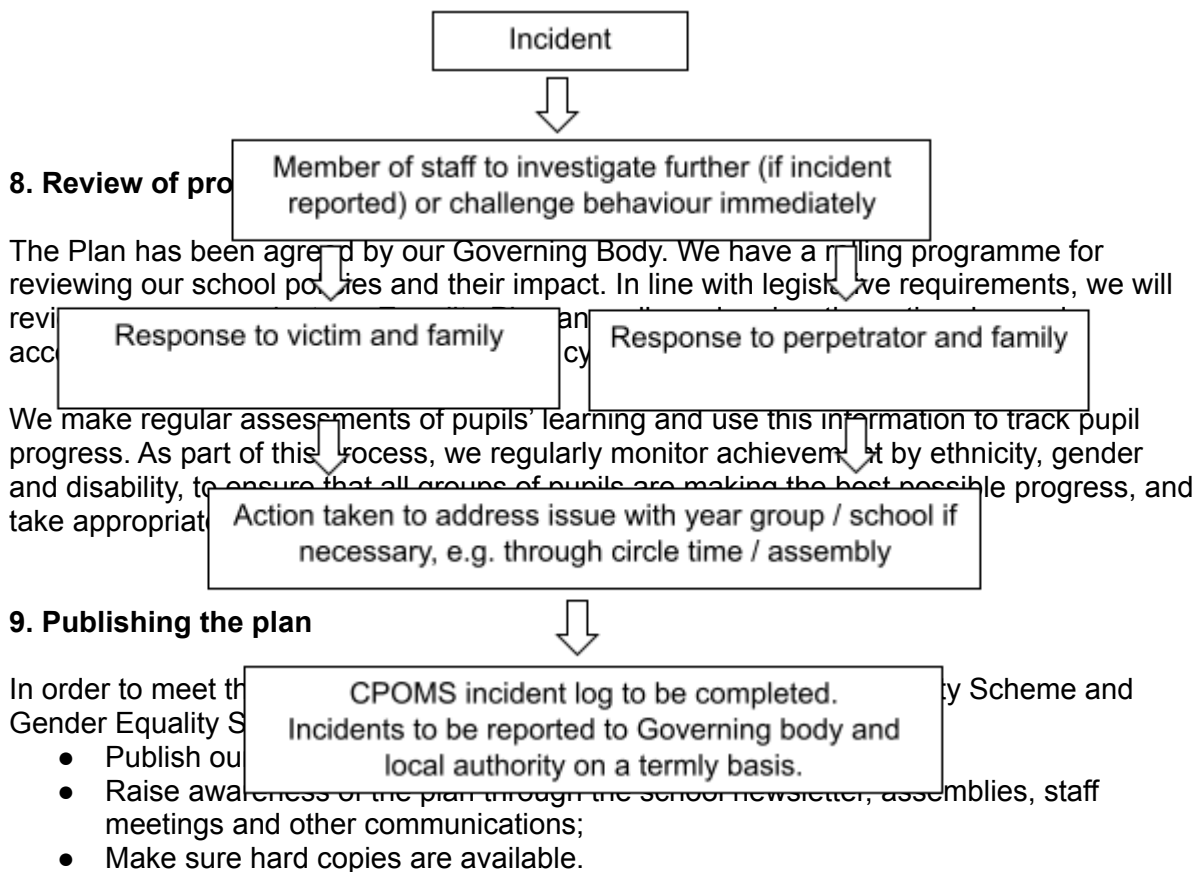
- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic 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.

A suggested procedure for responding and reporting is outlined below:



## 10.ACTION PLAN

The duty to report racist incidents and the publication of the Equality Plan to meet the Disability and Gender Equality legislation must be included in the action plan below.

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Question about parent awareness of Equality Scheme in annual survey?	Headteacher / designated member of staff	Enter date here – immediately after Equality Plan is agreed by Governing Body	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays  Parents are aware of the Equality Plan
: 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.	Achievement data analysed by gender and disability	Headteacher /SENCO/ Governing body	Termly	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Increase in pupils' participation, confidence and achievement levels	History/PSHM E/RE	Annual	Notable increase in participation and confidence of targeted groups
All	Recognise and represent the talents of disabled pupils in Gifted and Talented programmes, and ensure representation on the programmes fully reflects the school population in terms of race and gender.	Gifted and Talented register monitored by race, gender and disability	SENCO/Literacy Co-Ordinator	Termly	Analysis of the Gifted and Talented register indicates it is changing to reflect the school's diversity
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity – monitor through PSHE	Headteacher/S LT/Phase Leaders	Ongoing	More diversity reflected in school displays across all year groups
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by	School council representation monitored by race, gender, disability (MOPS/POPS)	JGorman/GH/SLT	Summer Term	More diversity in school council membership

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
	election or co-option), class assemblies, fund raising etc.				
<b>Race Equality Duty</b>	<b>Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.</b>	<b>The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?</b>	<b>Headteacher / Governing body/CP Safeguarding Co-Ordinator</b>	<b>Reporting: Termly</b>	<b>Teaching staff are aware of and respond to racist incidents</b>  <b>Consistent nil reporting is challenged by the Governing Body</b>
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	Ongoing	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

## **Appendix A**

### **ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION**

#### **The school will ensure that:**

- o 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;
- o All staff are aware of the school's Equality Plan;
- o The talents of disabled pupils are recognised and represented in Gifted and Talented programs, and representation on the programs fully reflects the school population in terms of race and gender;
- o 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;
- o Disabled children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies;
- o 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:**

- o 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;
- o Additional support for parents of under-achieving children (e.g. reporting progress; discussing needs);
- o Additional support for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. ensuring that meetings are held in the most accessible parts of the school to support wheelchair users).

### **PROMOTING POSITIVE ATTITUDES AND MEETING NEEDS**

#### **The school will:**

- o 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.
- o Actively seek to recruit disabled people to the school and support them in their work and career development, and try to reflect the diversity of the school community in its workforce;
- o Actively seek to recruit disabled people to the governing body and make reasonable adjustments to ensure that they can fully participate and contribute;
- o 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;

- o Provide extended services, with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups;
- o Supporting disabled pupils in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings;
- o Helping children and young people to understand others and value diversity;
- o Promoting shared values, awareness of human rights and how to apply and defend them;
- o Developing skills of participation and responsible action – for example through the new ‘Identity and Diversity: living together in the UK’ strand of citizenship education.

## **ELIMINATING DISCRIMINATION AND HARASSMENT**

### **The school will:**

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

## **MONITORING IMPACT**

- o The school will collect and analyse evidence and data on children’s achievement, attendance and participation by gender and disability, and use this to inform strategies to raise achievement;
- o The governing body will report annually in the School Profile/and or annual report to parents on the effectiveness and success of its Equality Plan. We will place the report alongside the plan on our website.