

Wicklewood Primary School and Nursery



Equalities Plan 2021 - 2024

Responsible Person

The person for the updating of this policy is: The Headteacher

Review and Monitoring

This policy will be reviewed annually by the school welfare and performance committee.

Reviewed:

Signed: Richard Everitt (Chair of committee)

Date: Summer 2021

Signed: Julia Brooks (Headteacher)

Date: Summer 2021

Next Review due: Summer 2022

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Wicklewood Primary School and Nursery Equalities Plan

This Equalities Plan attempts to amalgamate all the equalities policies, including gender, race and disability policies, into one single equality plan. The Appendices contains the specific details for each of these policies, including our specific duties for each of these policies, whilst the body of the plan contains information on

- how we ensure equality in everything we do
- tackling instances of discrimination
- roles and responsibilities
- review and progress
- our action plan

Values and vision

Rooted in the community: reaching out to the world, we aim:

- To provide a warm, caring, respectful, friendly and safe environment for every child and adult.
- To promote excellence by bringing learning alive; to engage, enthuse and inspire our learners, whilst teaching them the essential skills and strategies for the future.
- To nurture and develop talent and potential so that each member of the school community is valued and achieves success.
- To work in partnership with the families of our pupils, ensuring that the values that we embrace are at the heart of all we do.
- To support children and staff to have the courage and determination to be the best that they can be in learning and as citizens of the global community.

Equality and the law

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2010).

The action plan at the end of this Equality Plan outlines the actions we will take to meet the general duties detailed below.

Legal Framework

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations to age (as appropriate), disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, and sexual orientation.

Our policy reflects the requirements of the Education and Inspections Act 2006 to promote community cohesion.

We also recognise these duties reflect international human rights standards as expressed in the UN Convention of the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

The Equality Act 2010 protects people from discrimination, it replaced nine major Acts of Parliament and almost a hundred sets of regulations. The Act provides a single, consolidated source of discrimination law.

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil

- In relation to admissions
- In the way it provides education for pupils
- In the way it provides pupils access to any benefit, facility or service
- By excluding a pupil or subjecting them to any other detriment.

(Note: The responsible body is the governing body for maintained schools and the proprietor in the case of Academies or non-maintained special schools. In practice, any person acting on behalf of the responsible body – including employees of the school – are liable for their own discriminatory actions and the responsible body is also liable unless it can show that it has taken all reasonable steps to stop the individual from doing the discriminatory action or from doing anything of that kind.)

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.

British Values

We promote British values of democracy, tolerance, respect, community and law.

Publishing the scheme

In order to meet the statutory requirements to publish our Equality Schemes, we will:

- Publish our plan on the school website.
- Raise awareness of the plan through the school newsletter, staff meetings and other communications.
- Make sure hard copies are available.

Introduction

At Wicklewood Primary School and 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 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, when appropriate, 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.

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, when appropriate, 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.
- 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.
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice.
- 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 the responsibility of the Local Authority and 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.

- **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.

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

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

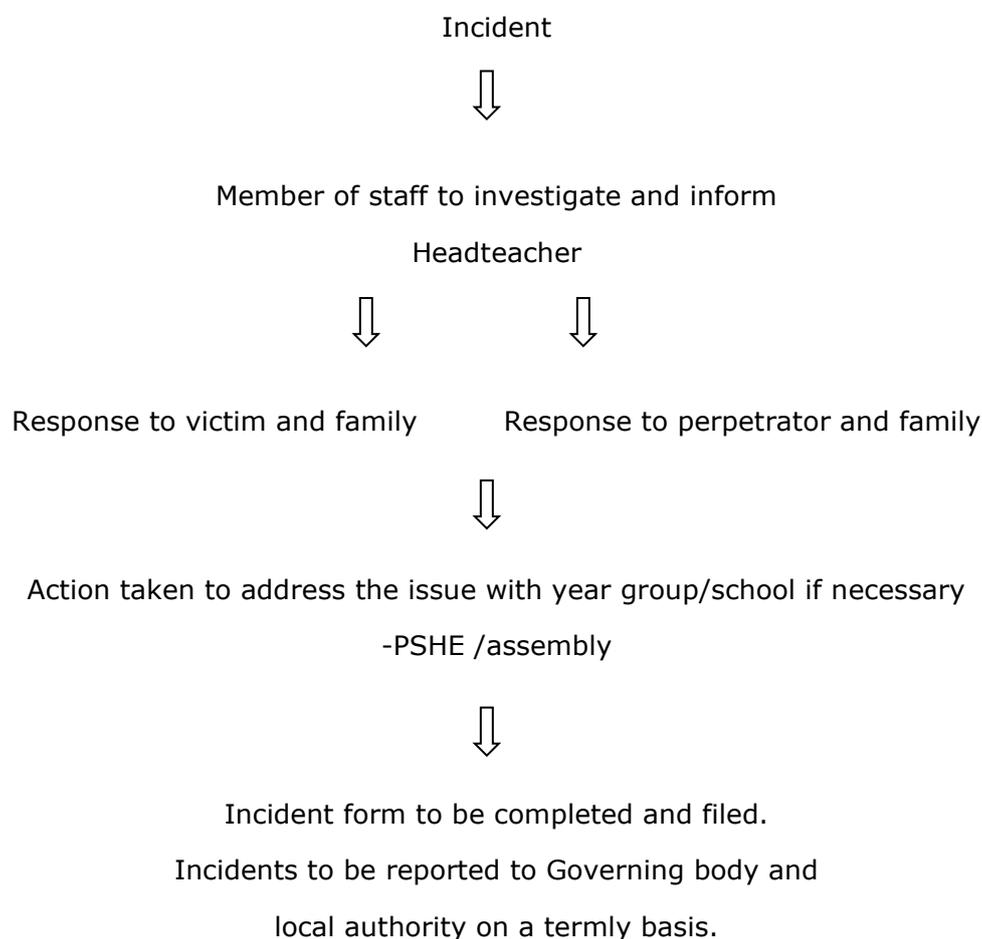
Types of discriminatory incidents that can occur are:

- 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.
- Cyber-bullying and other aspects of E-Safety (see E-Safety policy)

Responding to and reporting incidents

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



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 through staff meetings / INSET.
- Feedback from the school council, PSHCE lessons, whole school surveys on children's attitudes to self and school.
- Issues raised in annual reviews, mentoring and support.
- Feedback at Governing body meetings.

Objectives

In achieving compliancy with the Act, objectives are set annually. Detailed below are the current set of overriding objectives.

Objective Group	Objective
Pupil Achievement	<ul style="list-style-type: none"><input type="checkbox"/> All pupils are assessed, monitored and tracked through Pupil Asset.<input type="checkbox"/> Under-achievement is identified, and appropriate intervention is applied.<input type="checkbox"/> Pupils are able to participate in a full range of extra-curricular opportunities.
Behaviour and Safety	<ul style="list-style-type: none"><input type="checkbox"/> Pupils respect one another.<input type="checkbox"/> Pupils feel safe and valued.<input type="checkbox"/> Pupils, staff and parents know that misconduct and gross misconduct will be challenged.
Teaching	<ul style="list-style-type: none"><input type="checkbox"/> All pupils experience 100% 'good or better' lessons.
Leadership and Management	<ul style="list-style-type: none"><input type="checkbox"/> The staff and governing body reflects the diversity of the community.<input type="checkbox"/> No pupils (or their families) are disadvantaged academically, socially or emotionally. All staff are mindful of the academic and social needs of all children, especially potentially vulnerable children.<input type="checkbox"/> The SLT is responsible for the collection, analysis and publication of equality data including the recording of prejudice-related incidents.

Wicklewood Primary School and Nursery will make reasonable adjustments to meet the needs of disabled pupils and implement an accessibility plan aimed at:

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

Wicklewood Primary School and Nursery's leaders accept and welcome their responsibility to have due regard in decision-making and actions to the possible implications for pupils with particular protected characteristics. They will consider equality implications before and at the time that they develop policy and take decisions.

Roles and Responsibilities

The role of governors

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities and strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

The role of the headteacher

- 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 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.

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, when appropriate, to ensure that all groups of pupils are making the best possible progress and take appropriate action to address any gaps.

ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames	Early success indicators
All	Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	In a newsletter at the beginning of the year, remind all parents that our policies are available on the website.	Governing body/ Headteacher	Ongoing throughout the academic year.	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating classroom displays etc. Parents are aware of the Equality Plan
All	Monitor and analyse pupil achievement by groups such as race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability (where statistically significant in a cohort)	Headteacher / Governing body	Termly following tests	Analysis to show gender gap, for example, to be narrowing Data annually analysed and actions taken where necessary
All	Ensure that the curriculum promotes role models that children positively identify with in terms of race, gender and disability.	Discussions with children indicate they have an equal respect for all individuals both inside and outside the school community	Headteacher/ teachers	Ongoing	Incident reports reflect no difference relating to equality
All	Displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity where possible.	Visual monitoring of school displays/ Discussions with children and staff to assess their impact.	Headteacher/ teachers	Ongoing	Children have positive view of others both inside and outside the school community
All	Audit school policies on a regular basis to ensure that there are no	All school policies when reviewed are audited and made		Ongoing	Written information and school policies

	discriminatory policies, phrases, procedures or practices.	free of discrimination in terms of phrases, procedures and practices.			are free of disability discrimination in terms of policies, phrases, procedures and practices.
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, class assemblies, fund raising etc.	Monitor children's involvement within councils and the various activities that the school participates in. Ensure that these are changed on an annual basis.	Member of staff leading on school council/ teachers	Ongoing	Fair diversity of children contributing to school life
Race Equality Duty	Identify, respond and report racist incidents as outlined in the Plan. Report any incidents to the Governing body.	The Headteacher / Governing body will use data collected about racist incidents to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Headteacher / Governing body	Ongoing	Teaching staff are aware of and respond to racist incidents
Disability	Actions outlined in the Accessibility Plan				
Gender	Ensure that staff recruitment is based on criteria to provide equality of opportunity for both sexes	Staff recruitment processes and outcomes will be monitored by the Headteacher and Governing body	Headteacher/ Governing body	Ongoing	Staff recruited are the best fit for the posts available
All	Continue to explore the concept of flexible working and posts		Headteacher/ Governing body	Ongoing	Flexible working available where the children's

					education will not suffer as a result of it
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Appendix 1 - Disability

This section should be read in conjunction with the school's Special Educational Needs Information Report and Accessibility plan.

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

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

Legal duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people.
- Eliminating discrimination and harassment of disabled people that is related to their disability.
- Promoting positive attitudes towards disabled people.
- Encouraging participation in public life by disabled people.
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them

Appendix 2 - 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.

We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will act immediately to prevent any repetition of the incident. We endeavour to make our school welcoming to all minority groups. So, for example, we will immediately remove any offensive graffiti that we may find in school. We promote an understanding of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school. Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. Should anyone at our school be a victim of racism, we will investigate it thoroughly and take appropriate action.

Appendix 3 - 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;

Appendix 4 - Sexual Orientation

The Equality Act 2010 makes provision for regulations against discrimination on grounds of 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.