

Windy Arbor Primary School



Equality Policy and Plan

Policy written/ reviewed by:	Jane Taylor/Fiona Edwards
Date:	December 2022
Ratified by Governors on:	December 2022
Signed:	
Date to be reviewed:	December 2026

Contents

Checklist for school staff and governors	page 3
Equality Plan	
Introduction	
Mainstreaming equality into policy and practice	
Teaching and Learning	page 4
Admissions and exclusions	
Equal opportunities for staff	
Employer duties	page 5
Equality and the law	
Race Equality	
Disability	page 6
Legal Duties	
Gender Equality	
Community Cohesion	page 7
Consultation and involvement	
Roles and responsibilities	
Role of governors	
Role of the headteacher	page 8
Role of all staff	
Tackling discrimination	
What is a discriminatory incident?	
Types of discriminatory incident	page 9
Responding to and reporting incidents	
Review of progress and impact	page 10
Publishing the plan	page 10
Equality Action Plan	page 11
Accessibility Plan	page 13

Check list for school staff and governors

- Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training?
- Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
- Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?

Windy Arbor Primary School Equality Plan

1. Introduction
2. Mainstreaming equality into policy and practice
3. Equal opportunities for staff
4. Equality and the law
 - Race
 - Disability
 - Gender
 - Community cohesion
5. Consultation
6. Roles and responsibilities
7. Tackling discrimination
8. Review of progress and impact
9. Publishing the plan
10. Action Plan

Introduction

At Windy Arbor 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, 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 is monitored by race, gender and disability and we use this data to support pupils, raise standards and ensure inclusive teaching. We tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Windy Arbor Primary School, we believe that diversity is a strength, which is respected and celebrated by all those who learn, teach and visit here.

Mainstreaming equality into policy and practice

As well as the specific action set out below in 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:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils

- Monitor achievement data by ethnicity, gender, deprivation and disability and action any gaps
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets
- Promote Growth Mindset for every pupil
- 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.

Equal Opportunities for Staff

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

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 Gender Equality Duty (2006) and the more recent Equalities Act (2010) and Public Sector Equality Duty (2011). It is also informed by the SEND code of Practice 2014.

The action plan at the end of this Equality Plan outlines the actions Windy Arbor Primary School takes to meet the general duties detailed below.

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

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 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

The 2010 Equalities Act also requires schools to make 'reasonable adjustments' in order to meet the needs of pupils with disabilities.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Plan identifying our disability equality goals and actions to meet them;
- Review and revise this Scheme every three years.

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.

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.

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 and Parents' Forum
- Evidence from feedback sheets from Inspire workshops, aimed at increasing parental involvement in the school
- Following staff surveys, and in connection with the needs of children in the school, INSET has been held at the school to train staff in the teaching and learning of children with a range of Special Educational Needs, for example autistic spectrum disorders and speech, language and communication needs.
- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school Pupil Perceptions questionnaire annually and HRBQ every other year.
- Issues raised in annual reviews and in conversations and consultations with parents, or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support

Roles and Responsibilities

The role of governors

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

The role of the headteacher

- It is the headteacher's role to implement the school's Equality Plan and 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 including same sex relationships
- All staff will challenge any incidents of prejudice or racism, and record any serious incidents, drawing them to the attention of the Behaviour Team/ headteacher
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents

Tackling discrimination

Harassment on account of race, gender or disability 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 incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher /behaviour support/ headteacher where necessary. All incidents are reported to the behaviour team 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 or other factors such as socio-economic status, can take many forms including verbal, or physical abuse, name calling, texts, social network comments, 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

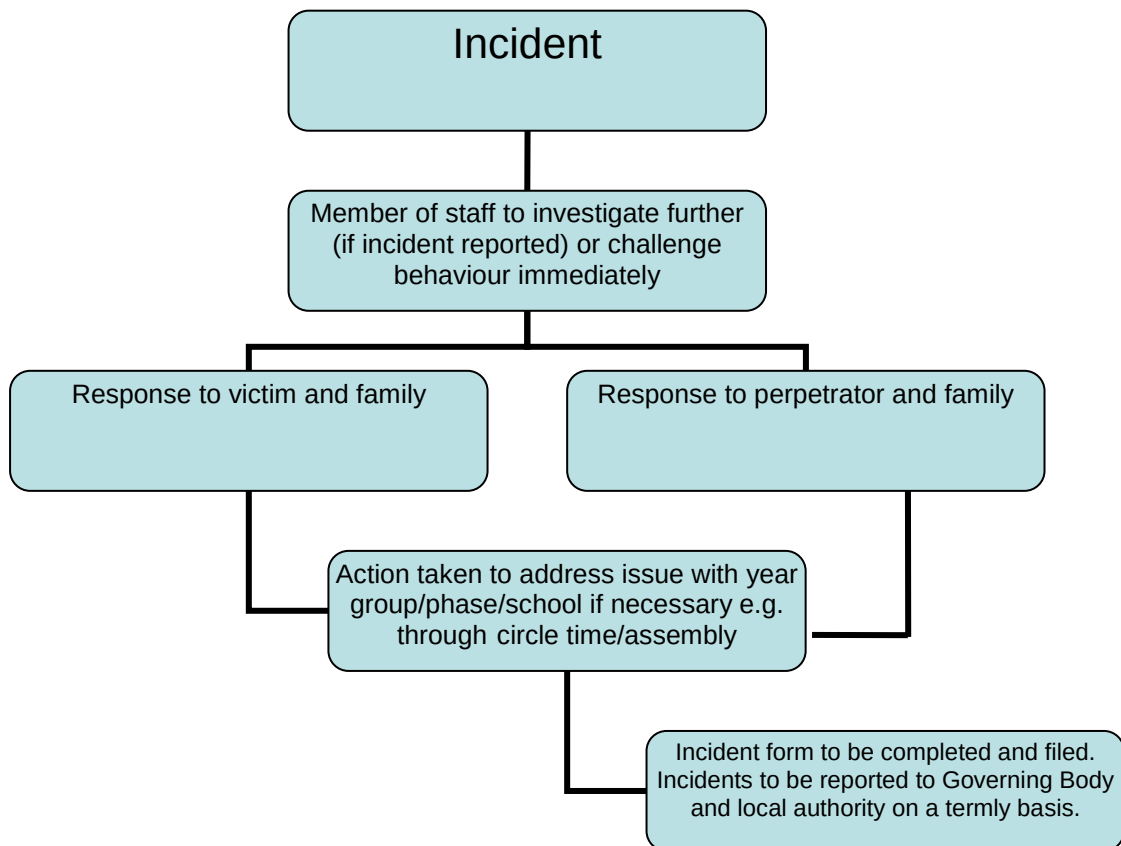
Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability or gender
- Use of derogatory names, insults and jokes
- Racist or sexist graffiti
- Provocative behaviour such as wearing racist or sexist badges or insignia
- Bringing racist, sexist or discriminatory material into school
- Verbal abuse and threats
- Incitement of others to discriminate or bully due to victim's race, disability or gender
- Racist, sexist or 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 or disability

- Written derogatory remarks

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. The school's procedure for responding and reporting is outlined below:



Review of progress and impact

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

Publishing the plan

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Publish our plan on the school website

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

Equality Action Plan

<u>Equality Strand</u>	<u>Action</u>	<u>How will the impact of the action be monitored?</u>	<u>Who is responsible for implementing?</u>	<u>Timeframe</u>	<u>Success indicators</u>
All	Publish and promote the Equality Policy through the school website and staff meetings.	Question about parental awareness of the Equality Policy in annual survey and staff meetings	SLT	On-going and annually (review for new staff and parents)	Staff are familiar with the principles of the Equality Plan and use them when planning lessons and creating displays. Parents are aware of the 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 in order to close the gap.	Achievement data analysed by race, gender and disability.	SLT Governors Phase leaders	Monthly in Strategy meetings. Termly in scrutiny meetings	Analysis of teacher assessments/annual data demonstrates that the gap is closing for equality groups.
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflect the school's diversity in terms of race, gender and disability.	Increase in identified pupils' participation, confidence and achievement levels.	Subject leaders / HT curriculum planning.	On-going	Increase in participation and confidence of targeted groups.
All	Recognise and represent the talents of disabled pupils in G+T and PE programmes and ensure that representation on the programmes fully reflects the school population in terms of race and gender.	G+T register monitored by race, gender and disability. Sports participation monitored as above	PE and G&T Leads	On-going	Analysis of the G+T register and sports participation indicates it is changing to reflect the school's diversity.
All	Ensure that displays in classrooms and corridors and school website promote diversity in terms of race, gender, ethnicity and disability.	Increase in pupil participation, confidence and positive identity – monitor through PSHE	SLT/PSHE leader	Ongoing	More diversity reflected in school displays and website across year groups.
All	Ensure that all pupils are given the opportunity to make a positive contribution to the life of the school	School council representation monitored by race,	SLT PSHE leader	Ongoing	School council membership and participation in trips and

	e.g. through involvement in the School Council by election, class assemblies, fund raising, Takeover Day etc.	gender, disability			Take Over Day reflect diversity in the school.
Race Equality	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing Body on a termly basis.	The Headteacher/Governing Body will use the data to assess the impact of the school's response to incidents i.e. have whole year group/ school approaches led to a decrease in incidents; can repeat perpetrators be identified?; are pupils and parents satisfied with the response?	Headteacher/Governing Body	Reporting: December, April and July.	Teaching staff are aware of and respond to racist incidents. Consistent 'nil' reporting is challenged by the Governing Body.
Gender Equality Duty	Introduce initiative to encourage girls to take up sport outside the curriculum requirements including football, basketball, to make participation rates more reflective of the school population.	Increased participation of girls in sports clubs and out of school sport activities.	Sports and out of school learning coordinator	Ongoing	More girls take up after-school clubs.
Disability Equality	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.	SEN governor	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 eg. Eid, Diwali, Easter	Curriculum wheels and Assembly themes.	HT and relevant subject leads	Ongoing	Increased awareness of different communities shown in curriculum plans.

Accessibility Plan

Access to the curriculum	Put in place interventions Teachers differentiate work Teachers will work with outside agencies and will give advice for groups and individuals.	Scrutiny meetings School's monitoring School's monitoring	SLT and class teacher SLT SENco	Ongoing Ongoing Ongoing	Children make progress from their starting points.
Access to physical environment	Recent development of the school site took access arrangements very seriously with inclusion of disabled access, disabled toilet facilities, ASD friendly environment and clear signage in place around the school.	Plan include adaptations Half termly checks to maintain this	Headteacher and Office manager supported by site manager	Ongoing	The site continues to be accessible and disabled facilities maintained.
Access to written information	Visual support in place in all areas of the school English used for communications with translation available when necessary eg. translation available on website	Termly learning walks Parental feedback	SENco Admin. staff	Ongoing	Clear and accessible written information for all learners and parents.
Access to school trips for all pupils	Reasonable adjustments are made to enable pupils with disabilities to access learning on educational visits off the school site	Risk assessments Registers of attendance Parental and pupil feedback	SENco Class teachers	Ongoing	Pupils with disabilities attending all school trips and events

