



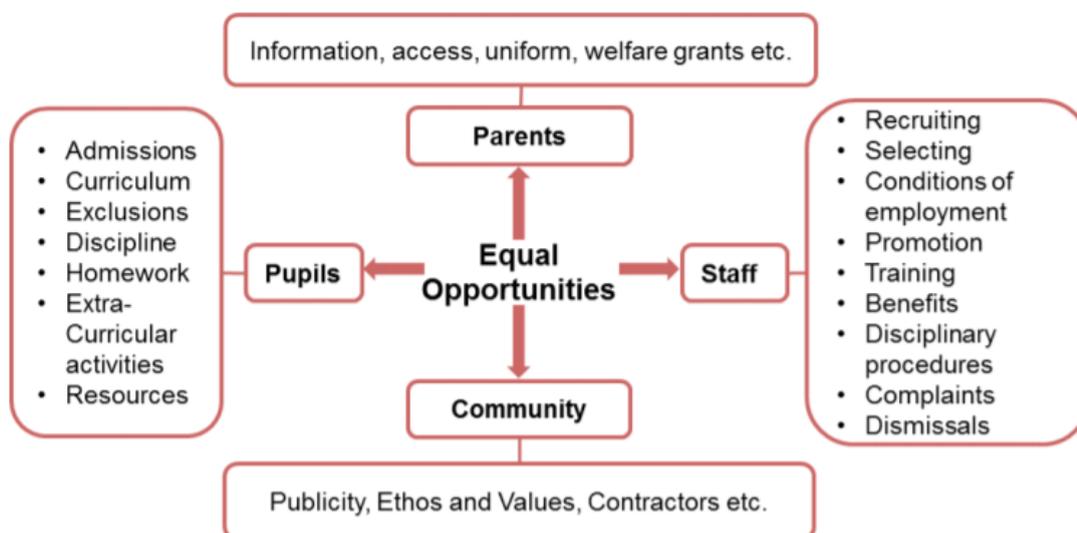
Single Equality Policy 2020 - 2024

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1. Introduction

The scope of Equal Opportunities in the context of King's Meadow Primary School can be illustrated by the following diagram which shows how equal opportunities makes an impact on the whole school - pupils, staff, parents and the community



2. Mission statement

Central to our Ethos at King's Meadow Primary School is that We Care. Everybody is valued and respected as an individual. We believe that everyone has a right to equal access and opportunity and that everyone should have an equal chance to work, learn and be free from discrimination and prejudice. Our practices promote the right for everyone to participate in all aspects of school life by removing barriers to participation and by actively promoting equality and social inclusion. In line with our Anti-Bullying Policy at King's Meadow Primary School, every person has the right to be themselves, to be included and to learn in a caring, safe and happy environment. Everyone at our school is equal and treats each another with respect and kindness.

The achievement of pupils is regularly monitored by socio-economic status, SEND and gender and we use this data to support pupils, raise standards and ensure inclusive teaching. We tackle any discrimination by the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which champions respect for all. At King's Meadow Primary School we believe that diversity is a strength which should be respected and celebrated by all those who learn, work and visit here.

3. 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:

- use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- monitor achievement data by socio-economic status, SEND and gender 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; |
- include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions

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.

4. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at King's Meadow 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.

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 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 that 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.

5. Equality and the law

As a school we welcome our duties under the Equality Act. The general duties are to:

- eliminate discrimination;
- advance equality of opportunity;
- foster good relations.

We understand the principles of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision)
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy

- religion and belief,
- sexual orientation
- Marriage and Civil Partnership (for employees)

To meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- publish equality information – to demonstrate compliance with the general duty across its functions (We will not publish any information that can specifically identify any child);
- prepare and publish equality objectives.

To do this we will collect data related to the protected characteristics above and analyse this data to determine the focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above. However, where we find evidence that other functions have a significant impact on any particular group, we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

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

In fulfilling our legal obligations, we will:

- recognise and respect diversity;
- foster positive attitudes and relationships, and a shared sense of belonging;
- observe good equalities practice, including staff recruitment, retention and development;
- aim to reduce and remove existing inequalities and barriers;
- consult and involve widely.

6. 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
- Input from staff surveys
- Feedback from the school council's pupil survey
- Issues raised in annual reviews, mentoring and support
- Feedback at Governing body meetings

7. Roles and Responsibilities

The role of governors

The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability by: involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these; publishing data and publishing equality objectives; monitoring progress towards achieving equality objectives; ensuring that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability; taking all reasonable steps to ensure that the school environment gives access to people with disabilities, and also striving to make school communications as inclusive as possible for parents, carers and pupils; welcoming all applications to join the school, whatever a child's socio-economic background, race, gender or disability; ensuring 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 also 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 will:

- ensure that all appointment panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities;
- 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;

- ensure that all the school community receives adequate training to meet the need of delivering equality, including pupil awareness;
- ensure that all staff are aware of their responsibility to record and report prejudice related incidents. 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;
- design and deliver an inclusive curriculum;
- strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images;
- challenge any incidents of prejudice, racism, transphobia, or homophobia, and record any serious incidents, drawing them to the attention of the headteacher;
- Be aware of their responsibility to record and report prejudice related incidents.

The role of parents

To take an active part in identifying barriers for the school community and informing the governing body of actions that can be taken to eradicate these To take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling equality and achieving equality of opportunity for all.

The role of Pupils

To support the school to achieve the commitment made to tackling inequality. To uphold the commitment made by the headteacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.

Role of local community members

To take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these To take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all

8. 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, transphobic 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 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

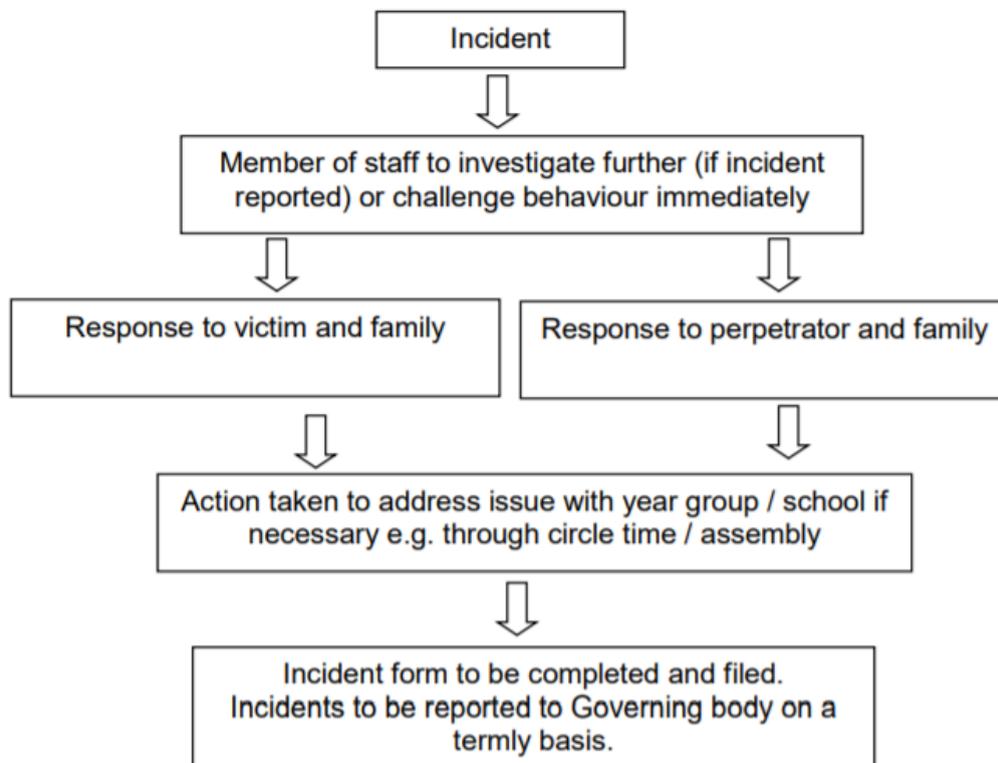
Types of discriminatory incidents that can occur are:

- 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, transphobic, 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;

Responding to and reporting incidents It should be clear to pupils and staff how they report incidents.

All staff should view dealing with incidents as vital to the well-being of the whole school.

The King’s Meadow Primary School procedure for responding and reporting incidents is outlined below and is in line with our behaviour policy.



9. 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 socio-economic status, gender and SEND, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

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

- publish our Single Equality Plan on the school website;
- publish our equality information and equality objectives in the Governors Annual Report;
- raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;
- make sure hard copies are available.

R = Race	SO = Sexual Orientation
D = Disability	A = Age
G = Gender	RB = Religion or Belief

Single Equality Policy Action Plan

R	D	G	SO	A	RB	Priority	Actions	Lead Responsibility	Timescale	Expected Outcomes
✓	✓	✓	✓	✓	✓	To make all staff aware of Single Equality Policy and raise awareness of their responsibilities	<ul style="list-style-type: none"> Put link on School website to policy Regular agenda item at staff meetings and SLT meetings 	Headteacher/SENCo/Governors	Termly	For all staff to know their statutory responsibilities in relation to Equalities
✓	✓	✓	✓	✓	✓	To review all policies on a rolling programme to ensure they meet the requirements of the Equalities Act 2010	<ul style="list-style-type: none"> Collate a whole school list of statutory and non-statutory policies with review dates Audit equality and impact of policies 	Headteacher/SENCo/Governors	Annually	For policies to meet requirements of Equalities Act 2010 and due regard be given to equality when monitoring them
✓	✓	✓	✓		✓	To provide opportunities for all pupils to participate and benefit from extracurricular activities	<ul style="list-style-type: none"> Collate a list of after school club attendance focussing on protected characteristics 	Headteacher/SENCo/Governors	Termly	To target and encourage children from particular protected characteristic groups to attend specific clubs
✓	✓	✓			✓	To raise awareness amongst the whole school community of other beliefs and religions from within	<ul style="list-style-type: none"> Invite members of different faiths to lead assemblies Where appropriate for children to visit different places of worship 	RE lead Headteacher/SENCo/Governors	Termly linked to assembly themes	For children to have a broader understanding of the different faiths and cultures that exist

					our local community	<ul style="list-style-type: none"> Assemblies targeted at racial and cultural diversity other than their own 			within the local community <ul style="list-style-type: none"> For children to enhance their understanding of respect for others' beliefs
	✓				To promote positive attitudes to disability	<ul style="list-style-type: none"> Assembly plans consider the It's Okay to be Different theme Include cross curricular work when links with National/International events occur, e.g. ParaOlympic Games. Regular staff training through SSPO for Inclusion PE workshops 	Headteacher/SENCo/Governors /SLT	Ongoing and annually linked through assembly themes	<ul style="list-style-type: none"> For children's thinking about what a disability is to be challenged. For children to understand how life is the same and different for somebody with a disability.
✓	✓	✓			<p>To identify trends in attainment and progress across the school</p> <p>To narrow any gap in attainment between specific groups and their peers</p>	<ul style="list-style-type: none"> Attainment data to be analysed x 3 a year to identify gaps and trends in progress. Action planning identified through the School Development Plan to take steps to close the gap. 	Headteacher/SENCo/Governors / SLT	x 3 a year	<ul style="list-style-type: none"> For any gap between specific groups and their peers to be narrowed so they are not disadvantaged in any way. For actions to be planned and evaluated for impact where gaps have been found.

