
**Totley All Saints
Church of England Primary School**

Equality Policy & Plan



***“I have come that they may have life,
and have it to the full.”***

John 10:10

Reviewed: Sept 21

Approved by Governors: Autumn 2021

Date of next review: Autumn 2022

Equality Policy & Plan



1. Introduction

At Totley All Saints, we aim to provide a caring environment where every child can thrive and is supported to achieve their unique & amazing potential as a child of God. In our school, this means that we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers 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 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 Totley All Saints, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

2. Policy & Practice

As well as the specific actions set out as part of this plan, our school operates equality of opportunity in its day to day practice through the following means as described below.

Teaching and Learning

At Totley All Saints, we aim to provide all of 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 and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and
- setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community
- in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory
- behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the
- diversity of other cultures;
- Seek to involve all parents in supporting their child's education;

- Encourage classroom and staffroom discussion of equality issues which reflect on
- social stereotypes, expectations and the impact on learning;
- Include teaching and classroom-based approaches appropriate for the whole school
- population, which are inclusive and reflective of our pupils.

Admissions and Exclusions

At Totley All Saints, our admissions arrangements are fair and transparent and do not discriminate on race, gender, disability or socio-economic factors. Admissions to the school are ranked by governors according to the set criteria set out in our Admissions Policy before going back to the Local Authority for their final allocation.

Exclusions will always be based on our Behaviour Policy & are closely monitored to ensure that our decisions are made fairly in order to be entirely in line with our commitment to equality.

3. Equal Opportunities for Staff

At Totley All Saints, we are committed to the principle of equal opportunities 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 also mindful to ensure that, wherever possible, the staffing of the school reflects the diversity of our community.

Employer Duties

As an employer, we 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 religion, are considered when appointing staff and particularly when allocating responsibilities or re-evaluating staff structures, to ensure that 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.

4. Equality and the Law

The equality objectives set out below address our duties under current equality legislation, up to and including the Equality Act, 2010. The action plan at the end of this Equality Plan outlines the actions that we take in our school 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 our Special Educational Needs Policy.

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, also extends the definition of disability to people with HIV, multiple sclerosis and some forms of cancer whereby sufferers experience long-term and substantial adverse effect on their activities plus individuals with some mental illnesses which can demonstrate a long-term and substantial impact on their ability to carry out normal day-to-day activities.

Legal Duties:

The Disability Discrimination Act 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.

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.

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 came into force on 30 April 2007, and makes 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.

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 parent questionnaires and parents' evenings;
- Input from staff surveys, PDMs & discussions;
- Feedback from the School Council, PSHE lessons, whole school surveys on children's attitudes to self and school;
- Issues raised in annual reviews or reviews of progress as part of the SEN cycle of support, education health care plans, mentoring and support;
- Feedback at Governing body meetings.

6. Roles and Responsibilities

The role of governors in upholding our Equality Policy & Plan is as follows:

- 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 Executive Headteacher & Head of School in upholding our Equality Policy & Plan is as follows:

- It is their role to implement the school's Equality Plan and they are supported by the governing body in doing so.
- It is their role to ensure that all staff are aware of the Equality Plan and that teachers apply these guidelines fairly in all situations.
- They ensure 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.
- They 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.
- They treat 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) in upholding our Equality Policy & Plan is as follows:

- 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 incidents, drawing them to the attention of the headteacher.
- Teachers will support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

7. Tackling Discrimination

At Totley All Saints, harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within our 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 then senior leader. All incidents are reported to the Executive 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 incidents that can occur are:

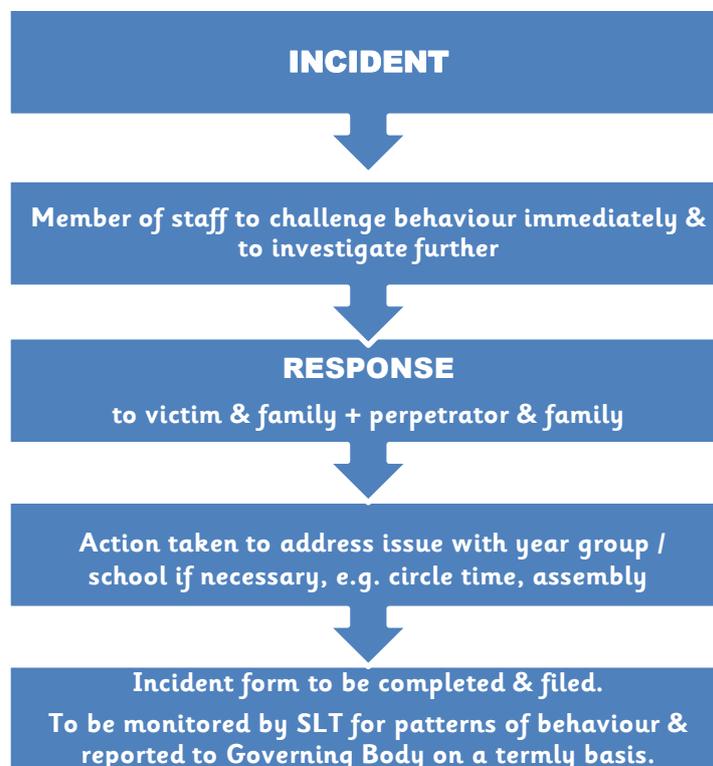
- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic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

Our procedure for responding and reporting incidents is outlined below:



8. 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 Policy & Plan annually & fully review 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.

9. Publishing the Plan

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

- Publish our Equality Policy & Plan on our school website;
- Raise awareness of the plan through the school newsletter, assemblies, PDMs and other communications;
- Make sure hard copies are available on request

10. Equality Action Plan

Equality Strand	Action	Monitoring	Who	When	Success Criteria
All	<p>Promotion of Equality Plan: Publish and promote the Equality Plan through the school website, newsletter, PDMs for staff & governors' meetings.</p>	<p>Website Newsletter PDM minutes Governor minutes</p>	<p>SLT Governors</p>	<p>Annually – Aut</p>	<p>All parents, staff and governors are aware of the plan & issues surrounding equality which affects behaviour.</p>
All	<p>Identification of Issues: Carry out a termly analysis of pupil achievement by gender, race, background & disability. Carry out an annual ASP data analysis with comparisons against national data for different groups of children. Hold termly Pupil Progress Meetings with staff & SLT to discuss each child's progress & attainment. Take action on any trends or patterns in the data which require additional support for pupils including whole school action plans for improvement as well as class interventions.</p>	<p>Termly data Action plans Intervention / Provision Maps One Page Profiles MAGT records Improving Pupil Progress Plans</p>	<p>EHT – KS + class teachers</p>	<p>Termly</p>	<p>Termly analysis of data identifies issues for different pupil groups which are then remedied through targeted intervention & action planning. Gaps narrow between groups resulting in outstanding attainment & progress.</p>
All	<p>All children thrive, aspire & reach their full potential. See Pupil Premium Action Plan Hold an annual Aspire Day & try to include professionals from diverse backgrounds. Monitor attendance at extra-curricular & MAGT programmes to ensure representation which reflects the school population in terms of race and gender. Monitor the makeup of the School Council, roles & responsibilities to ensure that they reflect the diversity of our school community.</p>	<p>Pupil Premium Action Plan Aspire Day Timetable Extra-curricular attendance lists MAGT programmes</p>	<p>SLT</p>	<p>Termly Spring Aspire Day</p>	<p>All children thrive, aspire & reach their full potential regardless of their gender, race, background & disability.</p>
All	<p>Our Curriculum Promotes Equality Design our curriculum so that it:</p> <ul style="list-style-type: none"> • promotes role models & heroes that our children can positively identify with; • reflects our diversity as a school; • ensures respect for all others regardless of race, gender and disability. 	<p>Curriculum overview Class Curriculum long term plans Assembly Cycle Displays Behaviour reports</p>	<p>SLT Curriculum Subject Leaders Governors</p>	<p>Termly & end of year reviews</p>	<p>Our children appreciate, respect & celebrate diversity. They know how we are different & what unites us. All children thrive, aspire & reach their full potential.</p>
All	<p>Our Displays Promote Equality Ensure that our displays around school corridors & classrooms:</p> <ul style="list-style-type: none"> • promote role models & heroes that our children can positively identify with; • reflect our diversity as a school; • ensure respect for all others regardless of race, gender and disability. 	<p>Displays</p>	<p>All staff</p>	<p>Termly & end of year reviews</p>	<p>Greater diversity is reflected as part of our school displays so that our children appreciate, respect & celebrate diversity. They know how we are different & what</p>

					unites us. All children thrive, aspire & reach their full potential.
All	<p><u>Representing our Diverse Community</u></p> <p>Raise awareness of greater diversity amongst staff & governors through discussions & when advertising for new posts.</p> <p>Produce leaflets for parents in accessible formats where necessary.</p> <p>Celebrate cultural events throughout the year to increase pupil awareness & understanding of different communities.</p>	Staffing Lists Governor Lists Parent / carer leaflets & information Website	SLT Governors All staff	Termly	Greater diversity can be seen amongst staff & governors when making new appointments in order to reflect the make up of our diverse British Society. We celebrate our differences in order to build respect & appreciation of our multi-cultural country.
Race Equality Act	<p><u>Fulfil the Requirements of the Race Equality Duty</u></p> <p>Identify, respond and report racist incidents as outlined in our Equality Policy.</p> <p>Report the figures to the Governing body on a termly basis.</p>	EHT Report to Governors Governor Minutes Racist Incident Reports Feedback from parents when informed	EHT-KS Governors	Termly	Racist incidents do not happen in our school due to high levels of respect for all plus increased awareness & excellent reporting policy followed by all staff.
Gender Equality Duty	<p><u>Fulfil the Requirements of the Gender Equality Duty</u></p> <p>Ensure that sport & extra-curricular activities are equally represented by both boys & girls. Where they are not, adapt provision accordingly.</p> <p>Provide CPD for staff which focusses on the differences between boys & girls learning in order to fully ensure that our provision meets the needs of all children.</p>	Extra-curricular records Registers CPD PDM minutes	Sports/PE Leader - MF HoS-TB EHT- KS	Termly Annual Autumn	Gaps in provision & attainment for boys & girls are narrow due to increased awareness of gender differences & how to best meet their needs.