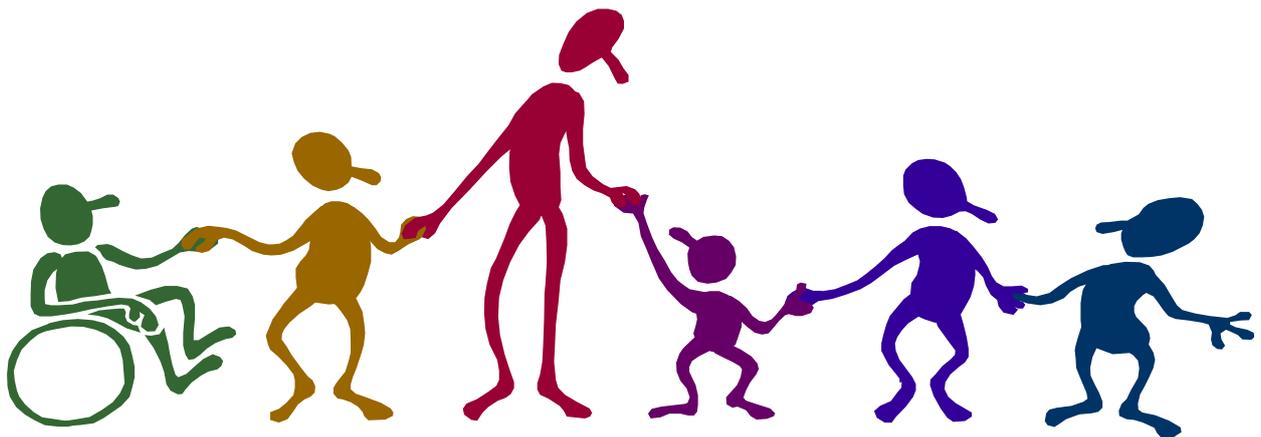




Equality Plan

Written/amended: March 2017
Next review date: March 2020



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 Fair Trade Fortnight, Sports Relief, Comic Relief and Children in Need 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?

Equality Plan

1. **Mission statement**
2. **Mainstreaming equality into policy and practice**
3. **Equal Opportunities for Staff**
4. **Equality and the law**
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 - 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**

1. Mission statement

“Learning and Growing Together”

At Central Street Infant and Nursery 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, 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 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 Central Street Infant and Nursery School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

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.

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 Central Street Infant and Nursery 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.

4. Equality and the law

The Equality Act 2010 covers all types of discrimination making it unlawful for the School to discriminate against children/potential children and staff/potential staff by treating them less favourably on grounds of;

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment

- pregnancy or maternity

The above grounds are referred to as 'protected characteristics'. Decisions in relation to staff/potential staff should also not discriminate on grounds of age.

Unlawful discrimination under the Act may be direct or indirect, or may be by way of harassment or victimisation (a child must not be victimised because of something done by their parent in relation to the Act); discrimination on grounds of association or because of a perception (mistaken or otherwise) that a person has a protected characteristic is also unlawful.

New Positive Action provisions allow schools to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics, such as for example catch-up classes for pupils with particular protected characteristics. Such measures will need to be a proportionate way of achieving the relevant aim.

The action plan at the end of this Equality Plan outlines the actions Central Street Infant and Nursery School will take to meet the general duties detailed below

4a. The Equality Duty

The single Public Sector Equality Duty [PSED] has replaced the three separate general duties on race, disability and gender that existed under the anti-discrimination legislation that applied before the consolidation of the discrimination law in the Equality Act 2010.

The new general duty now applies to all protected characteristics: sex, race, disability, religion or belief, sexual orientation, gender reassignment and, in relation to staff/prospective staff, age and pregnancy or maternity.

The Public Sector Equality Duty [PSED] requires the School to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Promote equality of opportunity between people who share a protected characteristic and people who do not share it
- Promote good relations between people who share a protected characteristic and people who do not share

The PSED should be integrated into the carrying out of the school's functions, and the analysis necessary to comply with the duty has to be carried out seriously, rigorously and with an open mind.

- Staff and Governors at the School must be aware of the duty to have "due regard" when making a decision or taking an action and must assess whether it may have implications for people with particular protected characteristics.
- Staff and Governors at the School should consider equality implications before and at the time that they develop policy and take decisions, and should keep them under review on a continuing basis.

Specific Duties

The legislation also imposes specific duties to enable schools to fulfil their obligations under the general duty. Making such information available means that the school's local

community can see how the school is advancing equality in line with the PSED, and what objectives it is using to make this happen:

These specific duties are:

- (a) to annually publish information to demonstrate how they are complying with the Public Sector Equality Duty, and
- (b) to prepare and publish equality objectives at least once every four years.

Under these specific duties we will:

- Prepare an Equality Plan setting out equality objectives
- Assess the impact of our policies, including this Plan, on children, staff and parents with protected characteristics including, in particular, the achievement levels of pupils with those characteristics
- Monitor the impact our plans and policies have on such children, staff and parents towards raising the achievement of children with protected characteristics

4b. Disability

This section should be read in conjunction with the School's Special Educational Needs Policy and Accessibility Strategy.

The law on disability discrimination is different from the rest of the Equality Act in that schools are allowed to treat children with disabilities more favourably than non-disabled children, and in some cases must do so, by making reasonable adjustments to put them on a more level footing with children without disabilities

Definition of disability

The Equality Act 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'.

- People with HIV, multiple sclerosis and cancer are deemed disabled regardless of the effect of those conditions
- Individuals with a mental illness do not 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 general duty schools previously had which required them to take proactive steps to tackle disability discrimination and promote equality of opportunity for disabled pupils has been replaced by the general Equality Duty [PSED] introduced by the Equality Act and the new specific equality duties – see 6a.

It is unlawful for schools

- to directly discriminate against disabled pupils/staff, even if they are trying to achieve a legitimate aim
- to indirectly discriminate against disabled pupils/staff
- to discriminate against pupils/staff because of something that is a consequence of their disability
- harass a pupil because of their disability

Reasonable adjustments and when they have to be made

Schools have a duty to consider reasonable adjustments for particular individual children with disabilities so that school does not place a child with disabilities at a disadvantage compared to other children, then the school must take reasonable steps to try and avoid that disadvantage.

Schools have to consider whether to provide auxiliary aids and services as a reasonable adjustment for children with disabilities. This may particularly apply where a disabled child does not have an SEN statement or where the statement does not provide the auxiliary aid or service.

Schools also have to consider potential adjustments which may be needed for children with disabilities generally, as it is likely that any school will have a child with disabilities at some point.

The 'reasonable adjustments' duty also applies to staff/prospective staff who are disabled.

The School will:

- Prepare and publish an Equality Plan which identifies our disability equality goals and actions to meet them
- Review and revise this every three years

4c. Community cohesion

Schools have a legal duty to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds.

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.
- Input from staff meetings / INSET;
- Feedback from the school council / PSHE lessons.
- 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

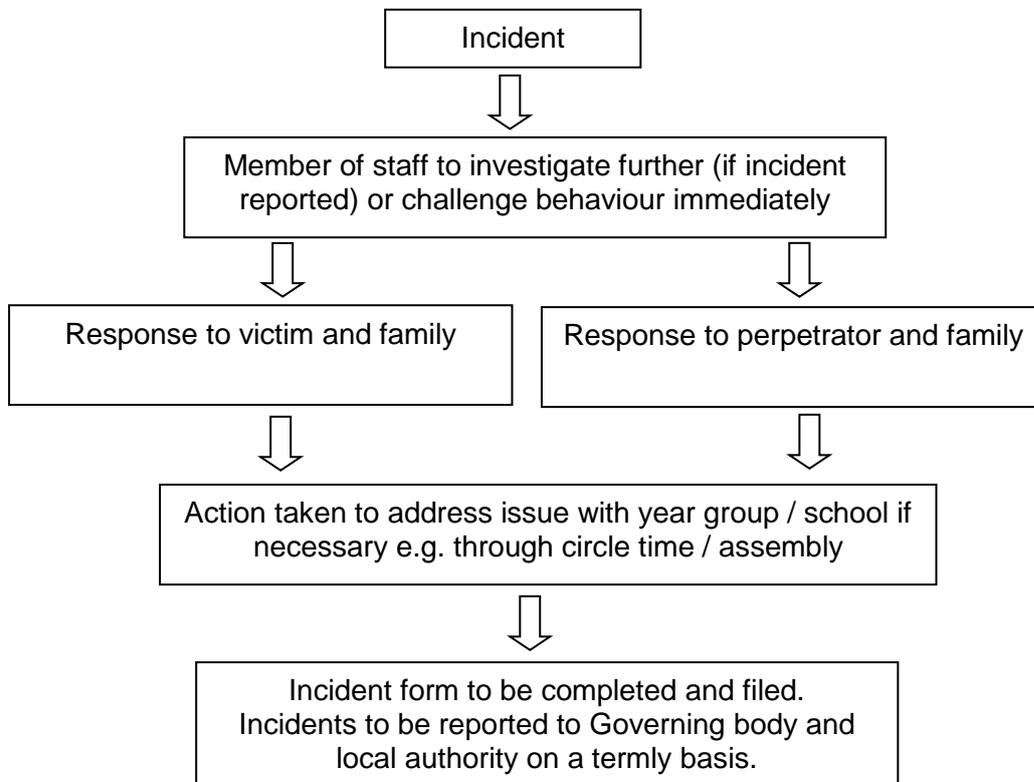
Types of discriminatory incidents that can occur are:

- 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.

Procedure for responding and reporting 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 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.

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 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.

Written/amended: March 2017

Next review date: March 2020

10. ACTION PLAN

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 will be included in the annual Parent Questionnaire.	Headteacher / Deputy Head	At the Annual Review of policy	<p>Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays</p> <p>Parents are aware of the Equality Plan</p>
All	<p>Ensure the School Curriculum promotes activities which reflect society's diversity in terms of race, gender, sexual orientation and disability. Also ensure there is time for discussions in the curriculum to deepen their understanding.</p> <p>To include broader curriculum links that lead to true local, national and global community cohesion.</p> <p>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.</p>	Through Curriculum reviews, book scrutiny, lesson observations and co-ordinator reviews.	<p>Headteacher / Deputy Head</p> <p>Subject Co-ordinators</p>	Annual Review of curriculum	<p>Children developing knowledge of positive role models and understanding of diverse society.</p> <p>Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups</p>
All	Ensure ongoing procedures on anti-bullying are monitored and incidents are recorded to include equality perspectives. To support all staff to challenge and address any bullying and harassment that is based on prejudice.	Headteacher to monitor incidents through CPOMS. To be reported to Governing Body	Headteacher to feed necessary changes through to policy and procedure changes. To include staff training.	Ongoing	Pupils are confident enough to self-refer. Staff are confident and knowledgeable about action required.

10. ACTION PLAN

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	When purchasing books and teaching resources, check to ensure against stereotypes whilst keeping in mind the need to promote positive role models which reflect diversity.	Reduction in incidents of prejudice – monitored through the concerns	Headteacher and class teachers	Achieved and Ongoing	Positive, respectful relationships around school.
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 race, gender and disability	Headteacher / Governing body	Annually in Oct	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	Knowledge & Understanding lead through Topic teaching	Sept 2016 – July 2017	Notable increase in participation and confidence of targeted groups
All	Ensure that displays/images/resources 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	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 election or co-option), class assemblies, fund raising etc.	School council representation monitored by race, gender, disability	Headteacher	Ongoing	More diversity in school council membership
Disability	Ensure children with disabilities can participate in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance, assemblies and extra-curricular activities, providing additional support and making reasonable adjustments where required to ensure success and inclusion.	Monitoring of activities and clubs in identified, vulnerable pupils' review meetings to identify how children could have been prevented from participating and how this can be remedied and in light of this taking steps to facilitate participation in the future.	Headteacher	Achieved and Ongoing.	Participation and confidence and participation of pupils within targeted groups
Race	Identify, respond and report racist incidents as	The Headteacher / Governing	Headteacher /	Reporting:	Teaching staff are

10. ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes ?	Early success indicators
Equality Duty	outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.	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?	Governing body	December, April, July	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 offering dance and kickboxing lessons, to make participation rates more reflective of the school population.	Increased participation of girls in sports clubs and out of school sport activities	Physical Subject Leader	Sept 2016 to July 2017	More girls take up after-school sports clubs
Community cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	PSHE assessments	PHSCE Co-ordinator	Ongoing	Increased awareness of different communities shown in PSHE assessments

