

ST PHILIP'S CE PRIMARY SCHOOL



Single Equality Plan

September 2017

Reviewed by Governors	
Reviewed by Staff	September 2017
Date of implementation	September 2017
Date of Review	
Signed by Vice-Chair	
Signed by Headteacher/ Coordinator	
Signed by Clerk to Governors	

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1. Mission statement and school vision

Mission Statement

Our school has a strong Christian Ethos as stated in our mission statement:

"We belong to a loving Christian family, aiming to give our very best, valuing each other and achieving our full potential in life."

Aims

- To cherish the ethos of love and care for each other based on Christian values and principles
- To provide a secure, happy, welcoming environment in which everyone can learn and work.
- To provide quality teaching and effective learning opportunities which challenge everyone to reach their full potential.
- To encourage strong relationships between school, home, church and the local community.
- To prepare our children to become responsible adults, sympathetic to other faiths

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 identity, sexual orientation and disability, without stereotyping;
- Promote attitudes and values that will challenge racist, homophobic, biphobic, transphobic 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/carers 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, in accordance with the LA framework, and do not discriminate on race, gender identity, sexual orientation 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 St Philip's CE 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. 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 race, disability, sexual orientation, gender identity and faith or religion are considered when appointing staff 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

There are a number of statutory duties that must be met by every school in line with legislation from the Equality Act 2012.

The action plan at the end of this Equality Plan outlines the actions St Philip's CE Primary School will take to meet the general duties detailed below.

4a. Race Equality

The school has 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/carers 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/carers towards raising the achievement of minority ethnic groups.

4b. Disability

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Policy/Plan.

Definition of disability

The 2010 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 their ability to carry out normal day-to-day activities'.

Legal duties

The Equality Act places 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.

4c. Gender & Gender Identity Equality

The Equality Act places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender identity and to promote equality of opportunity between pupils, staff, governors and parents/carers.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of and gender identity;
- Promote equality for all pupils, staff, governors and parents/carers.

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.

4d. Sexual Orientation

The Equality Act makes provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sexual orientation;
- Promote equality for all pupils, staff, governors and parents/carers.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for our sexual orientation equality goals and actions to meet them;
- Review and revise this scheme every three years.

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 do this by using the following to shape the plan:

- Feedback from the annual parent/carer questionnaire, parent/carer consultations, PTA meetings;
- Input from staff surveys or through staff meetings / INSET;
- Feedback from the school council, PHSE lessons, discussion with pupils on children's attitudes to self and school;
- Issues raised in annual reviews or reviews of progress on Personalised Provision Maps, mentoring and support.

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 identity, sexual orientation 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 identity, sexual orientation 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 identity, sexual orientation or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sexual orientation, gender, gender identity, disability, faith or beliefs.

The role of the headteacher

- It is the headteacher's role to implement the school's Equality Plan and will be 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 all staff 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, homophobic, biphobic or transphobic incidents with due seriousness.

The role of all staff: teaching and non-teaching

- All staff will ensure that all pupils and other staff members 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 identity, sexual orientation and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobic, biphobic or transphobic 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 identity, 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, homophobic, biphobic, transphobic 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, homophobic, biphobic or transphobic incidents are reported to the governing body on a termly basis.

What is a discriminatory incident?

Harassment on grounds of race, gender identity, 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

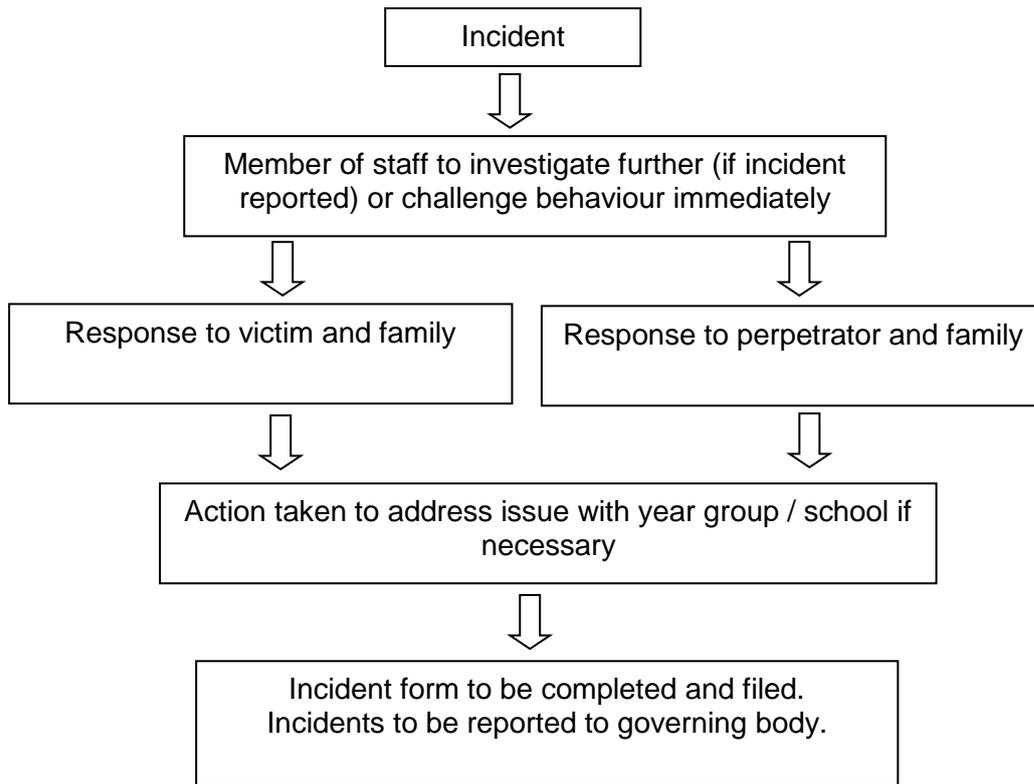
Types of discriminatory incidents that can occur are:

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

A suggested 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 identity 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 single Equality Plan 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.

