

Ascot Heath Infant School

Single Equality Plan 2018 - 2022

"Confident learners in a happy, safe and secure environment"



The Governing Body of Ascot Heath Infant School is pleased to publish its amended Single Equality Plan. In developing the plan, we have been able to identify and record the progress we have made towards achieving equality and tackling discrimination and come to a better understanding of the challenges still to be addressed. We will ensure that this Single Equality Plan is effectively implemented and scrutinised so that we meet the obligations placed upon us by the Equality Duty. Promoting the priorities identified within our Single Equality Plan will be a continuous process. It will be taken in partnership with the school's community. We would like to thank those who have been involved in developing the plan. The roles and responsibilities related to the plan are included in Appendix A.

The Public Sector Equality Duty 2011 has two aims under the general duty for Schools:

- 1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act:** by removing or minimising disadvantages suffered by people due to their protected characteristics.¹
- 2. Prepare and publish equality objectives at least every 4 years**
Using the evidence we have gathered we have decided upon our equality objectives. Our plan to meet these objectives will be monitored annually.

Our school has considered which protected equality groups need to be considered and how well we currently achieve these aims.

Our protected equality groups are:

- Age
- Race
- Gender
- Disability
- Religion
- EAL
- Sexual orientation

¹ See Appendix B for range of protected characteristics

This policy should be read in conjunction with the following:

- Anti-Bullying Policy
- Behaviour Management Policy
- Health & Safety Policy
- Inclusion Policy
- Safer Recruitment and Selection guidelines
- Safeguarding Policy
- Whistleblowing Policy

In compiling this equality information we have:

- Reviewed the schools equality policies and practice and identified gaps.
- Examined how our school engages with the protected groups, identifying where practice could be improved.

The outcomes are published within our Single Equality Plan. The Plan has been agreed by our Governing Body. 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 four year cycle.

Document Management and Control

Initial Issue Date:	June 2012
Last reviewed / Revised:	September 2018
Date of Next Review:	September 2022
Reviewed By:	Catherine Bates & Laura Barrett
Agreed & Adopted By:	FGB 24/9/18

Amendments Made at Last Review:	No amendments to the policy. Plan updated to reflect society changes (same sex marriage) and literacy changed to English
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Single Equality Plan

Equality Group	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Early success indicators
All	Publish and promote the Equality Plan through the school website, newsletter, staff meetings and teaching assistant meetings.	Question about parent awareness of Equality Plan in Governor's annual survey.	Chair of Governors	Immediately after Equality Plan is agreed by governing body.	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating classroom displays Parents are aware of the Equality Plan.
All	To continue to monitor and analyse pupil achievement by gender, disability, English as an Additional Language, special education al needs (SEN), More Able and free school meals.	Achievement data analysed by race, gender and disability.	English leader Maths leader SENDCo Headteacher	Annually in October in line with publication of Analyse School performance (ASP)	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, religion and belief, gender and disability.	Increase in pupils' participation, confidence and achievement levels.	History leader Art leader Music leader PE leader RE leader PSHE leader	Immediately after Equality Plan is agreed by governing body. Ongoing	Children are able to name "heroes" from within our identified equality groups.

All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity eg: a nurse is not always a white female and a fireman is not always a man.	Increase in pupil participation, confidence and positive identity - monitor through PSHE, art.	PSHE leader Art leader.	Ongoing	More diversity reflected in school displays across all year groups.
Gender	Continue to ensure all elected groups eg School Council, Eco Team are gender balanced.	Elected groups monitored by gender, race, disability, SEN	All teachers School Council leader & Eco Team leader	Ongoing	Continued diversity in school council membership.
Race	Identify, respond and report racist incidents. Report the figures to the Governing body/Local Authority on a termly basis.	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. Are pupils and parents satisfied with the response?	Headteacher/ Governing body.	Reporting: December, April, July.	Teaching staff are aware of and respond to racist incidents. Consistent nil reporting is challenged by the Governing Body.
Gender	Maintain initiative to encourage girls to take up sport outside the curriculum requirements, including offering dance lessons, to make participation rates more reflective of the school population.	Increased participation of girls in sports clubs and out of school sport activities.	PE Leader	Sept 2018 - 2019. Ongoing	More girls take up after-school sports clubs.
Disability	Candidates for any adult role in school will automatically be granted an interview if they are registered disabled and meet all of the essential job description criteria.	All disabled candidates are considered	Chair of Governors SBM	Sept 2018 - 2019. Ongoing	All school personnel are aware.

Sexual Orientation	To promote an environment that is comfortable for all sexual orientations.	Increase in children's confidence and positive identity - monitor through PSHE, art, Philosophy for Children (P4C)	PSHE subject leader Art subject leader P4C subject leader Family Support Advisor (FSA)	Sept 2018-2019 Ongoing	Discussions during P4C/PHSE are had. Children ask questions and feel comfortable doing so.
Gender	To support all children and adults in their gender identity.	Increase in children's confidence and positive identity - monitor through PSHE, art. Adults feel comfortable to discuss their gender identity, measured through those ethos and staff surveys.	PSHE subject leader Art subject leader P4C subject leader FSA	Sept 2018-2019 Ongoing	Conversations around the ethos and feedback from surveys are positive. Children speak knowledgeable and comfortably about their gender identity.

The plan has been adapted from a model created by Camden Council and published on their web-site.

Appendix A

Roles and Responsibilities

Governors:

A named governor will take the lead; the governors as a whole are responsible for:

- Making sure the school complies with the relevant equality legislation
- Monitoring progress towards the equality objectives and reporting annually.

The Headteacher will:

- Implement the school's stated equality objectives
- Ensure the equality objectives and access plans are written, and that they are readily available to governors, staff, pupils and parents
- Ensure all staff know their responsibilities and receive training and support in carrying these out
- Take appropriate action in cases of harassment and discrimination, including prejudice-related incidents
- Enable reasonable adjustments to be made in relation to disability in regard to students, staff, parents/carers and visitors to the school.

All staff within the school will:

- Promote equality in their work
- Foster good relations between groups and deal with prejudice-related incidents
- Be able to recognise and tackle bias and stereotyping
- Take up training and learning opportunities.

(Visitors and contractors are also responsible for following relevant school policies)

Appendix B

Protected characteristics: definitions

Age

Where this is referred to, it refers to a person belonging to a particular age (e.g. 32 year olds) or range of ages (e.g. 18-30 year olds).

Disability

A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

Gender reassignment

The process of transitioning from one gender to another.

Further guidance www.gires.org.uk/mglossary.php

Marriage and civil partnership

Marriage can be defined as a 'union between a man and a woman or as a union of two people of the same sex'. Same-sex couples can have their relationships legally recognised as 'civil partnerships' or as a marriage. Civil partners must be treated the same as married couples on a wide range of legal matters.

Pregnancy and maternity

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth and this includes treating a woman unfavourably because she is breastfeeding.

Race

Refers to the protected characteristics of race. It refers to a group of people defined by their race, colour and nationality (including citizenship), ethnic or national origins.

Religion and belief

Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live it to be included in the definition.

Sex

A man or a woman.

Sexual orientation whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.